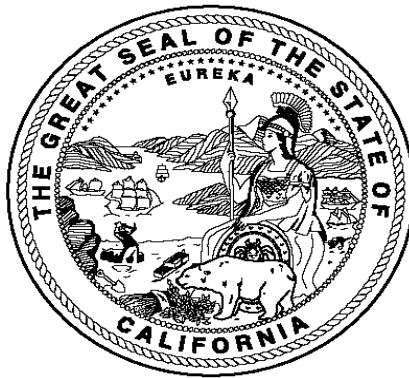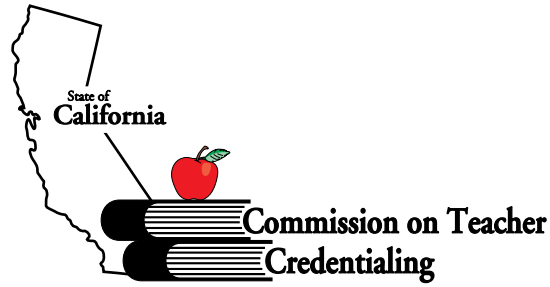**California Commission on Teacher Credentialing**

The Accreditation Handbook

Committee on Accreditation

California Commission on Teacher Credentialing

Revised
January, 2001

State of
California

Commission on Teacher
Credentialing

The Accreditation Handbook

A Manual for Institutions
Preparing for State Accreditation, and for
Board of Institutional Reviewers Members
Conducting Accreditation Visits
Under the Provisions of
The Accreditation Framework

Committee on Accreditation

California Commission on
Teacher Credentialing

January 2001

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TABLE OF CONTENTS

TABLE OF CONTENTS CONTINUED

Overview of the Committee on Accreditation

Under the auspices of Senate Bills 148 (Bergeson, 1988) and 655 (Bergeson, 1993), the education community in California launched an initiative to create a professional accreditation and certification system that would contribute to excellence in California public education well into the 21st Century. The Commission on Teacher Credentialing, the nation's oldest independent teaching standards board, has long engaged in credential program reviews. The *Accreditation Framework*, developed by the Accreditation Advisory Council to replace program review, represents a unique, pioneering effort to advance the quality of education preparation through the creation of an integrated accreditation *and* certification system.

The first purpose of this professional accreditation and certification system is to assure the public, the students, and the profession that California's future educators have access to excellence in foundational studies, specialized preparation, and professional practica, and that these components of educator preparation are oriented to the needs of future elementary and secondary students. A second purpose is to ensure that all future educators have actually acquired the abilities and perspectives essential for service in our public schools. A third critical purpose is to assure that the preparation of future educators is appropriate for the assignments made in our public schools. The fourth purpose is to contribute to broader efforts to enhance the personal stature and professional standing of all members of the education profession. An integrated accreditation and certification system provides the strongest possible assurance that professional credentials are awarded only to individuals who have earned them.

This accreditation system for California emphasizes the essential participation of professional educators in the development of accreditation policies and procedures, the conduct of institutional reviews, and the determination of accreditation decisions. The twelve member Committee on Accreditation, carefully selected from a pool of outstanding nominees, embodies the expertise, experiences, and commitment envisioned by the writers of the *Accreditation Framework*.

This Committee developed criteria for the selection of the Board of Institutional Reviewers who conduct accreditation visits and make recommendations regarding institutional accreditation to the Committee. These criteria plus other key elements of the system are contained in this *Handbook* to make clear the requirements and expectations of this unique system. Finally, the *Accreditation Framework* provides significant options regarding national accreditation in lieu of state accreditation and the use of individual program standards other than California's for institutions of higher education as they prepare for initial and continuing accreditation. In providing these options, the *Framework* also mandates that one accreditation decision be made for the entire institution rather than separate decisions made for each program. These changes are intended to foster institutional options and innovations, and increase the rigor of professional accreditation through the application of the highest professional standards.

A Reader's Guide to the Accreditation Handbook

The *Accreditation Framework* calls for the development of an *Accreditation Handbook* that is intended to provide sufficient information about all adopted accreditation procedures to both institutions of higher education preparing for an accreditation visit and the accreditation team members who will conduct the visit. Thus, this single document is written for two audiences. The *Handbook* is divided into eight chapters and contains five attachments.

Chapter One provides specific information about the responsibilities for professional accreditation matters shared by the California Commission on Teacher Credentialing and the Committee on Accreditation. Although the legislation that mandated the development of the *Accreditation Framework* gave primary responsibility for making accreditation decisions to the Committee on Accreditation, the Commission on Teacher Credentialing does have certain tasks to perform in this area. These tasks are delineated in Chapter One. They should be of interest to institutions of higher education and to team members.

Chapters Two through Five are of principal interest to institutions of higher education preparing for an accreditation visit. These chapters provide specific information on required and recommended preparations for an accreditation visit. Chapter Two reviews procedures for the initial accreditation and withdrawal of programs. The other chapters are focused on continuing accreditation visits. This includes information about special circumstances affecting institutions seeking national accreditation, either for their education unit or for individual credential programs.

The *Accreditation Framework* has changed a number of deadlines for accreditation visits and added some new tasks. Institutions are directed to the section of Chapter Three on the Preliminary Report that is due one year before the actual visit. This will require early decision-making by the institution regarding the type of standards to be used, the configuration of the accreditation team, and other special issues that may arise in the visit planning.

Chapter Four is of primary importance to those institutions interested in national accreditation. These options are relatively new to California and represent powerful alternatives to state accreditation. Institutions may opt for a combination of state and national accreditation or combine national accreditation, state accreditation and use of alternative or experimental standards all in one accreditation visit. All institutions are urged to review these options carefully before filing a Preliminary Report with the Committee on Accreditation.

Chapter Five gives specific information about the actual procedures followed in the conduct of an accreditation visit. Institutions are encouraged to see this information as providing important insights and useful advice. The *Accreditation Framework* provides for opportunities to individualize an accreditation visit. Institutional representatives should confer with the assigned Commission Consultant if there are desired innovations or alterations of stated procedures of importance to the institution.

Chapters Six through Eight are of particular interest to individuals serving on an accreditation team. These chapters detail what team members do before and during a visit and provide information about the roles of team leadership. Chapter Seven focuses on the substantially enhanced role of the Team Leader. Team training includes the information presented in these chapters but goes far beyond these words by providing simulations and other instructional activities. Chapter Eight provides information about the data collection procedures followed by team members.

While this second section is designed primarily for team members and the first section is designed primarily for institutions preparing for a visit, the Committee on Accreditation encourages both groups to read the other chapters. The Committee is committed to providing full disclosure of its accreditation process to all. By providing these chapters in a combined document, the COA believes that all will have a clearer understanding of the total professional accreditation process.

The attachments provide the reader with examples of a sample team report and documents and standard forms used in the accreditation process. The team report presented is provided only to give an example of a complete team report. It is not intended to serve as a model in its entirety.

Finally, the *Accreditation Handbook* has been produced in a manner that will foster revisions and updates. The COA intends this document to reflect its procedures and expects to make revisions in those procedures as the professional accreditation process continues. The *Handbook* will be revised periodically. Additionally, it is available on the Commission on Teacher Credentialing website. <www.ctc.ca.gov> The COA welcomes comments and suggestions for improving its *Accreditation Handbook*.

Chapter One:
Responsibilities of the California Commission on Teacher Credentialing and the Committee on Accreditation

Introduction

The Committee on Accreditation was created as a result of Senate Bill 148 (Bergeson) and implemented pursuant to Senate Bill 655 (Bergeson). The provisions of these statutes are found in the Education Code, Sections 44370 through 44374, govern the *Accreditation Framework,* and guide this handbook. The complete *Accreditation Framework* is presented in Attachment D.

Certain responsibilities related to the accreditation of educator preparation are assigned to the Commission on Teacher Credentialing and certain other responsibilities are assigned to the Committee on Accreditation. This chapter identifies the specific duties of each body that relate directly to the professional accreditation process. Institutions preparing for accreditation reviews and institutions interested in adding new credential programs under the *Accreditation Framework* should read this chapter.

I. Responsibilities of the Commission on Teacher Credentialing

A. **Adopt and Modify the *Accreditation Framework.*** The Commission has the authority and responsibility to adopt an *Accreditation Framework,* "which sets forth the policies of the Commission regarding the accreditation of educator preparation in California" (Education Code Section 44372-a). The *Accreditation Framework* is found in Appendix C. The Commission may modify the *Framework* in accordance with Section 8 of the *Framework.*

B. **Establish and Modify Standards for Educator Preparation.** Pursuant to Education Code Section 44372-b, the Commission has the authority and responsibility to establish and modify standards for educator preparation in California.

C. **Initial Accreditation of Institutions.** In accordance with Education Code Sections 44227-a and 44372-c and Section 4 of this *Framework*, the Commission determines the eligibility of an institution that applies for initial accreditation and that has not previously prepared educators for state certification in California. The Commission accredits institutions that meet the criteria that have been adopted for that purpose by the Commission. Institutional

accreditation by the Commission establishes the eligibility of an institution to submit specific program proposals to the Committee on Accreditation.

D. **Hear and Resolve Accreditation Appeals.**   The Commission hears appeals of accreditation decisions, which must be based on evidence that accreditation procedures or decisions were "arbitrary, capricious, unfair, or contrary to the policies of the Commission or the procedural guidelines of the Committee on Accreditation" (Education Code Section 44374-e).   The Commission resolves each appeal, and the Executive Director communicates the Commission's decision to the Committee on Accreditation, the accreditation team, and the affected institution.   The Appeal Procedures are found in Chapter Four of this *Handbook*.

E. **Appoint the Committee on Accreditation.**   Pursuant to Education Code 44372-d and Section 2 of this *Framework,* the Commission appoints members and alternate members of the Committee on Accreditation for specific terms. The Commission selects the Committee members and alternate members from nominees submitted by the Nominating Panel. The Commission ensures that the Committee on Accreditation is professionally distinguished and balanced in its composition, but does not appoint members to represent particular institutions, organizations or constituencies.

F. **Address Issues and Refer Concerns Related to Accreditation.** The Commission considers issues and concerns related to accreditation that it identifies, as well as those brought to the Commission's attention by the Committee on Accreditation, postsecondary institutions, the Commission's staff, or other concerned individuals or organizations. At its discretion, the Commission may refer accreditation issues and concerns to the Committee on Accreditation for examination and response.

G. **Review Annual Reports by the Committee on Accreditation.** The Commission reviews *Annual Accreditation Reports* submitted by the Committee on Accreditation. *Annual Reports* include standard information about the dimensions and results of the accreditation process.

H. **Allocate Resources Annually for Accreditation Operations.** The Commission annually allocates resources for accreditation operations to implement the *Accreditation Framework.* Consistent with the Commission's general practice, staff assignments to accreditation operations are made by the Executive Director, in accordance with state budgets, laws and regulations.

I. **Jointly Sponsor an External Evaluation of Accreditation Policies and Practices.**   The Commission shares responsibility with

the Committee on Accreditation for the design and implementation of a comprehensive evaluation of accreditation policies and the selection of an external evaluator to conduct the evaluation, pursuant to Section 8 of the *Framework*.

II. Responsibilities of the Committee on Accreditation

A. **Comparability of Standards.** In accordance with Section 3 of the *Framework*, the Committee determines whether standards submitted by institutions under Option 2 (National or Professional Program Standards) or Option 5 (Alternative Program Standards), taken as a whole, provide a level of program quality comparable to standards adopted by the Commission under Option 1 (California Program Standards). If the Committee determines that the proposed standards are collectively comparable in breadth and depth, when taken as a whole, to the Commission-adopted standards, the Committee on Accreditation may approve the proposed standards as Program Standards in California.

B. **Initial Accreditation of Programs.** The Committee reviews proposals for the initial accreditation of programs submitted by institutions that have been determined eligible by the Commission. New programs of educator preparation may be submitted under Options One (California Program Standards), Two (National or Professional Program Standards), Four (Experimental Program Standards) or Five (Alternative Program Standards) in Section 3 of the *Framework*. If the Committee determines that a program meets all applicable standards, the Committee grants initial accreditation to the program.

C. **Continuing Accreditation Decisions.** After reviewing the recommendations of accreditation teams, the Committee makes decisions about the continuing accreditation of educator preparation institutions and programs, consistent with Section 6 of the *Framework*. Pertaining to each institution, the Committee makes one of three decisions: Accreditation, Accreditation with Stipulations (which can be Technical or Substantive), or Denial of Accreditation.

D. **Accreditation Procedures.** Consistent with the terms of Section 6, the Committee recommends appropriate guidelines for self-study reports and other accreditation materials and exhibits to be prepared by institutions. The Committee also adopts guidelines for accreditation team reports, which emphasize the use of narrative, qualitative explanations of team recommendations. The Committee may provide additional guidance to institutions, teams and the Executive Director regarding accreditation visit procedures. The procedural guidelines of

the Committee are published by the Commission in this *Accreditation Handbook.*

E. **Monitor the Accreditation System.** The Committee monitors the performance of accreditation teams and oversees other activities associated with the accreditation system.

F. **Annual Reports, Recommendations and Responses.** The Committee presents *Annual Accreditation Reports* to the Commission. *Annual Reports* include standard information about the dimensions and results of the accreditation process. The Committee also advises the Commission about policy changes to improve the quality and integrity of the accreditation process.

G. **Meet in Public Sessions.** The Committee conducts its business and makes its decisions in meetings that are open to the public, except as provided by statute.

H. **Jointly Sponsor an External Evaluation of Accreditation Policies and Practices.** The Committee shares responsibility with the Commission for the design and implementation of a comprehensive evaluation of accreditation policies and the selection of an external evaluator to conduct the evaluation, pursuant to Section 8 of the *Framework.*

Chapter Two:
Initial Accreditation and
Discontinuation of Programs

Introduction

This chapter provides information on the process a postsecondary institution that has not previously been declared eligible to offer credential preparation programs must follow to gain initial accreditation from the Commission on Teacher Credentialing. It also describes how an institution that been determined to be eligible offer credential preparation programs may gain initial accreditation from the Committee on Accreditation for specific credential programs. The chapter also provides information about the process for withdrawing or discontinuing a program.

Initial Accreditation of Institutions

According to the *Accreditation Framework* (Section 1-B-1) the Commission on Teacher Credentialing is responsible for determining the eligibility of an institution that applies for initial accreditation and that has not previously prepared educators for state certification in California. The following procedures apply to those institutions:

1. The institution prepares a complete program proposal, responding to all preconditions, Common Standards and appropriate Program Standards. The proposal will be considered as the application for accreditation.

2. Initial Accreditation will be considered a two-stage process:

    a. The proposal will be reviewed for compliance with the appropriate institutional preconditions, (Western Association of Schools and Colleges [WASC] accreditation, institutional responsibility, non-discrimination procedures, completion of a needs assessment, involvement of practitioners in the design of the program, agreement to provide information to the Commission, etc.) and brought before the Commission on Teacher Credentialing for initial accreditation action. If the proposal meets the Commission's requirements, the institution will be recommended for initial accreditation.

    b. If the Commission acts favorably on the proposal, it will be forwarded to the Committee on Accreditation for program accreditation action according to adopted procedures.

3. Once granted initial accreditation, the institution will then come under the continuing accreditation procedures adopted by the Committee on Accreditation.

Initial Accreditation of Programs

According to the *Accreditation Framework* (Section 2-A-2) the Committee on Accreditation is responsible for granting initial accreditation to new programs of educator preparation. If the Committee determines that a program meets all applicable standards, the Committee grants initial accreditation to the program. New credential program proposals by eligible institutions must fulfill preconditions established by state law and the Commission on Teacher Credentialing. They must also fulfill the Common Standards and one of the Program Standards options listed in Section 3 of the *Framework*: Option 1, California Program Standards; Option 2, National or Professional Program Standards; Option 4, Experimental Program Standards; or Option 5, Alternative Program Standards. Descriptions of new programs include evidence of involvement in program design and planning by elementary and secondary practitioners and members of diverse local communities.

Section 4-B of the *Framework* contains the Policies for Initial Accreditation of Programs. Prior to being presented to the Committee for action, new programs proposed by eligible institutions are reviewed by Commission staff members who have expertise in the credential area. If the Commission staff does not possess the necessary expertise, the program proposals are reviewed by panels of external experts selected by the Executive Director. New programs are reviewed in relation to the preconditions, Common Standards and the selected Program Standards. The Committee considers recommendations by the staff and the external review panels when deciding on the accreditation of each proposed program.

An institution that selects National or Professional Program Standards (Option 2) or develops Alternative Program Standards (Option 5) submits the standards to the Committee on Accreditation for initial approval prior to developing a program proposal. The acceptability of the standards is assured before the institution prepares a program proposal. An institution may choose to submit a program that meets the Experimental Program Standards (Option 4) adopted by the Commission when the program is designed to examine professional issues or policy questions related to the preparation of credential candidates.

Basic Steps in the Accreditation of New Programs

Preliminary Staff Review.

Before submitting program proposals for formal review and initial accreditation, institutions are encouraged to request preliminary reviews of *draft* proposals by the Commission's professional staff. The purpose of these reviews is to assist institutions in developing programs that are consistent with the intent and scope of the standards, and that will be logical and clear to the external reviewers. Program proposals may be submitted for preliminary staff review at any time. The normal "turn around time" for a preliminary staff review will be approximately one month. Preliminary review is voluntary. Its purpose is to assist institutions in preparing program proposals that can be reviewed most expeditiously in the formal review process.

Review of Preconditions.

An institution's response to the preconditions is reviewed by the Commission's professional staff. The preconditions are based on state laws and regulations, and do not involve issues of program quality. At the institution's discretion, preconditions may be reviewed either during the preliminary review stage, or after the institution's formal submission of a proposal. If the staff determines that the program complies with the requirements of state laws and administrative regulations, the program is eligible for a further review of the standards by the staff or a review panel. If the program does not comply with the preconditions, the proposal is returned to the institution with specific information about the lack of compliance. Such a program may be resubmitted once the compliance issues have been resolved.

Formal Review of Program Quality Standards for Initial Accreditation

Unlike the preconditions, the standards address issues of program quality and effectiveness, so each institution's formal response to the standards is reviewed by Commission staff or a small review panel of experts in the field of preparation. During the program review process, there is an opportunity for institutional representatives to confer with staff consultants or the review panel to answer questions or clarify issues that may arise.

If the staff or the review panel determine that a proposed program fulfills the standards, the program is recommended for initial accreditation by the Committee on Accreditation at one of its regular meetings. Action by the Committee is communicated to the institution in writing.

If the staff or the review panel determine that the program does not meet the standards, the proposal is returned to the institution with an explanation of the findings. Specific reasons for the decision are communicated to the institution. Representatives of the institution can obtain information and assistance from the Commission's staff or one or more designated members of the panel. After changes have been made in the program, the proposal may be submitted for re-consideration.

Appeal of an Adverse Decision.

If a program is not recommended to the Committee on Accreditation for approval by staff (on the basis of responses to preconditions or standards) or the review panel (on the basis of responses to standards) the institution may present a formal request to place that program on the agenda of the Committee for consideration. In so doing, the institution must provide the following information:

- The original program proposal, and the stated reasons of the Commission's staff or the review panel for not recommending initial accreditation of the program.

- A specific response by the institution to the request of the Commission's staff or the review panel for additional information, including a copy of the resubmitted proposal (if it has been resubmitted).

- A rationale for the institution's request.

The Committee on Accreditation will review the information and do one of the following:

- Grant initial accreditation to the program.

- Request a new review of the institution's response to the standards by a different Commission staff member or a different review panel.

- Deny initial accreditation to the program.

Within twenty business days of the Committee on Accreditation decision to deny initial accreditation, the institution may submit evidence to the Executive Director of the Commission that the decision made by the Committee on Accreditation was arbitrary, capricious, unfair, or contrary to the policies of the *Accreditation Framework* or the procedural guidelines of the Committee. (Information related to the quality of the program that was not previously presented to the Commission's staff or the review panel may not be considered by the Commission.) The Executive Director will determine if the evidence submitted by the institution responds to the criteria for appeal. If it does, the Executive Director will forward the appeal to the Commission. If it does not, the institution will be notified how the information does not respond to the criteria and given ten business days to re-submit the appeal to the Executive Director.

The appeal will be heard before the Preparation Standards Committee of the Commission. The Committee will consider the written evidence provided by the institution and a written response from the Committee on Accreditation. In resolving the appeal, the Commission will take one of the following actions:

- Sustain the decision of the Committee on Accreditation to deny initial accreditation to the program.

- Overturn the decision of the Committee on Accreditation and grant initial accreditation to the program.

The Executive Director communicates the Commission's decision to the Committee on Accreditation and the institution.

Withdrawal of Credential Programs

An institution may decide to withdraw a program that has been previously approved by the Commission or accredited by the Committee on Accreditation. The following procedures must be followed:

The institution notifies the Executive Director of its intention to withdraw the program when the current candidates complete the program.

The notification will include the date in which candidates will no longer be admitted to the program.

Candidates already admitted to the program are notified in writing by the institution that the program is being withdrawn. The institution determines a date by which all enrolled candidates will be able to finish the program. The institution assists

enrolled candidates in planning for the completion of their program. The institution files the list of candidates and date of their program completion with the Commission.

Following the date determined by the institution, after which candidates will no longer be enrolled, the program may no longer operate and the institution may no longer recommend candidates for the credential.

A program being withdrawn will not be included in any continuing accreditation visits while candidates are finishing the program, provided that the Executive Director was notified of the institutional intent to withdraw the program at least one year before the continuing accreditation visit.

A withdrawn program may be re-accredited only when the institution submits a new proposal for initial accreditation according to the Committee on Accreditation initial accreditation policies. From the date in which candidates were no longer admitted to the program, the institution must wait at least two years before requesting re-accreditation of the program.

Discontinuation of Credential Programs

When an institution is required by the Committee on Accreditation to discontinue a credential program, the following procedures must be followed:

The institution, within 60 days of action by the Committee on Accreditation, files with the Executive Director its plan for program discontinuation when the current candidates complete the program.

Candidates are no longer admitted to the program, once the institution is required to discontinue the program.

Candidates already admitted to the program are notified in writing by the institution that the program is being discontinued. The institution determines a date by which all enrolled candidates will be able to finish the program. The institution assists enrolled candidates in planning for the completion of their program. The institution files the list of candidates and dates of program completion with the Commission.

Following the date determined by the institution, after which the institution will no longer enroll candidates, the program may no longer operate and the institution may not recommend candidates for the credential.

A discontinued program may be re-accredited only when the institution submits a new proposal for initial accreditation according to the Committee on Accreditation initial accreditation policies. The institution must wait at least two years after the date of discontinuation before requesting re-accreditation.

Chapter 3:
Preparation for Continuing Accreditation Visits

Introduction

This chapter provides detailed information on the procedures, activities, and decisions that precede the actual accreditation visit. The size and composition of the accreditation team is described first. The responsibilities of the Consultant provided by the CTC/COA to the institution are listed and the institutional overview meeting the consultant will hold well before the visit is also described. The rest of chapter gives detailed information on all aspects of making the preparations for an accreditation visit beginning with the necessary schedule planning and ending with special circumstances that may affect the visit. This chapter will be of particular interest to those who are charged with the administrative tasks related to a professional accreditation visit.

A. Accreditation Teams

Structure and Size of Teams

1. **Board of Institutional Reviewers.** To conduct reviews for the continuing accreditation of educator preparation institutions, the Executive Director of the Commission maintains a Board of Institutional Reviewers consisting of California college and university faculty members and administrators, elementary and secondary school teachers and other certificated professionals, and local school board members, pursuant to Education Code Section 44374-b. The Board consists of approximately 300 persons who are geographically and culturally diverse, and who represent gender equity. The Committee on Accreditation establishes criteria for membership on the Board. The Executive Director adds new members to the Board from time to time.

2. **Team Structure.** For an institution being considered for continuing accreditation, the Executive Director appoints an accreditation team drawn from the Board of Institutional Reviewers and designates the team's leader. To ensure appropriate attention to specific programs at the institution, the team leader and the Commission's staff establish clusters of reviewers in a team with more than three members. One cluster of team members has primary responsibility for reviewing the Common Standards. Other clusters are responsible for reviewing groups of credential programs, and may provide information to the cluster that reviews the Common Standards. The size of clusters ranges from one to five members, depending on the level of effort required for each set of assignments.

3. **Team Size and Expertise.** Normally, an accreditation team has from two to fifteen members. However, teams may be larger to accommodate the specific needs of institutions. Programs are clustered together, where appropriate, to keep team size manageable, but needed expertise is included on each team. The range of credential programs at an institution is reflected in the expertise of the reviewers, but there need not be a one-to-one correspondence between credential programs and reviewer specialization. Student enrollments in programs, the complexity of programs, and/or the numbers of specialized programs offered by an institution may lead to a team with more than fifteen members. Student enrollment is a factor because the team must interview a sufficient sample of candidates and graduates in order to make valid, reliable judgments about issues of quality. Complexity may be a factor if an institution operates diverse programs, or if programs are offered at geographically dispersed locations or in colleges outside the education unit. At least one member of each institution's team has a depth of expertise in the multicultural, diversity and language acquisition needs of California classrooms. The size of a team and the clustering of programs are determined jointly by the dean or director of each unit that is responsible for credential programs; the Commission's staff consultant; and the team leader appointed for the review; and is formalized by a signed team size agreement.

Organization and Expertise of Teams

1. **Team Leader.** The Executive Director appoints an experienced reviewer as the leader of an institution's review team for continuing accreditation. The leader's roles are to assist the Commission's staff consultant in planning the review, participate in team size and composition decisions, and provide leadership in team training, orientation and support during the accreditation review. The team leader and the Commission's staff consultant are jointly responsible for management of the review.

2. **Cluster Leaders.** The team leader and staff consultant select a member of each cluster to serve as cluster leader, whose role is to help in organizing and managing the cluster's activities during the review.

3. **Common Standards Cluster.** The Common Standards are reviewed by a cluster of reviewers with members who are able to make judgments about the institution as a whole. This cluster may include a dean, associate dean, university program director and/or a superintendent or district level administrator.

4. **Program Clusters.** Team members with appropriate experience and qualifications are responsible for professional judgments about credential programs. Reviewers assigned to a cluster should have sufficient expertise to make sound judgments about programs in the cluster.

5. **Team Assignments.** Team members are trained in reviewing the Common Standards and/or the selected Program Standards. A single cluster of reviewers is not normally given primary responsibility for reviewing

the Common Standards and Program Standards in the same review, except in the case of a small institution.

6. Team Continuity. When possible and when appropriate to the programs at one or more institutions to be visited, members of previously successful teams are kept together for the purpose of reviewing more than one institution.

7. New Reviewers. For the most part, an accreditation team consists of experienced reviewers. A team need not include an inexperienced member, but new reviewers are appointed to accreditation teams after their training, when appropriate.

8. Conflict of Interest. Care is exercised to avoid conflicts of interest involving accreditation team members and the institution being reviewed. No member of a team shall have ties to the institution, such as current or past enrollment there, programmatic collaboration, past or present employment, or spousal connections.

Training and Orientation of Teams

Prior to participation in an accreditation review, team members, cluster leaders and team leaders participate in two kinds of in-depth training and orientation.

1. Team Training. To ensure that accreditation reviews examine issues of quality in preparation, team members participate in an intensive three to four day training program, which focuses on team skills, interview techniques, accreditation procedures, and the consistent application of standards. This training will also include specialized activities for returning team members, cluster leaders and team leaders.

2. Team Orientation. On the day prior to the beginning of an accreditation site visit, team members meet to discuss their observations about the institutional self-study report, review their prior training as team members, and thoroughly plan the team activities for the accreditation review under the team leader and cluster leaders.

B. Responsibilities of the CTC/COA Consultant

The CTC/COA consultant assigned to an institution has the responsibility to coordinate all aspects of the accreditation process and represents the Committee on Accreditation throughout the entire process. The consultant will:

1. Assist in all the preliminary preparations and logistics described in this *Handbook* to facilitate the accreditation process.

2. Assist the Team Leader in developing the specific details of the visit.

3. Review the *Preliminary Report* prepared by the institution regarding its mission, institutional demographics, special emphasis programs, and other unique features of the institution.

4. Assist in determining the team size and configuration collaboratively with the team leader and the institution.

5. Review the *Institutional Self-Study Report* and all other program documents prior to final submission to the accreditation team.

6. Randomly select the individuals to be interviewed by the accreditation team from a list provided by the institution.

7. Maintain on going contact with the institution prior to, during, and after the accreditation visit.

9. Assist the team leader with the team orientation, provide logistical support during the accreditation process, assist the team members' understanding of the Commission's standards, and facilitate the team leader in the writing of the report.

10. Does not judge the professional content or quality of any institution's credential programs, but rather acts as a facilitator to the team as it makes its accreditation recommendation.

11. Ameliorate concerns and problems that arise during the accreditation process.

12. Assist the team leader in preparing the team recommendation for submission to the Committee on Accreditation and be present at the COA meeting when the report is acted upon by the Committee. The consultant also assists the institution in presenting its appeal to the Committee on Accreditation should the institution elect to do so. Finally, the consultant assists the team leader in the event that a dissent is filed with the Commission on Teacher Credentialing regarding the actions of the Committee on Accreditation.

13. Work with the institution regarding any stipulations that may result from the original visit. The consultant arranges and either accompanies members of the original accreditation team on the re-visit or conducts the follow-up visit if a staff re-visit is recommended. If a specialized credential program team is recommended by the original accreditation team, the consultant is charged with identifying and preparing that specialized team, making the necessary arrangements with the institution to accommodate a specialized accreditation site visit, preparing the report for submission to the Committee, and being present when the original and specialized team reports are presented to the Committee for its action.

C. The Institutional Overview Meeting

Approximately eighteen to twenty-four months prior to the scheduled accreditation
visit, the CTC/COA consultant contacts the institution to schedule an institutional
overview meeting.   The purpose of this meeting is to acquaint the administration and
faculty of the institution with the *Accreditation Framework*, to provide assistance in
the development of the *Preliminary Report* (sent to the CTC/COA consultant twelve
months prior to the actual accreditation visit), and to answer other questions that
may arise.   The institution may invite anyone it chooses to attend this meeting.

D. Scheduling an Accreditation Visit

Dates of the Visit

Accreditation visits normally occur five to seven years from the date of the last
evaluation unless the institution is required to have more frequent
accreditation visits by a national accrediting body.   The Committee on
Accreditation also retains the right to schedule more frequent site visits as a
stipulation of institutional accreditation.

The following criteria are used to determine a date for the team visit:

1. Select a time period when students are on campus and student teachers are
   in classrooms.   Be certain to avoid local school holidays, major academic
   conferences and other times that will draw faculty away from campus or
   otherwise impede collection of information from graduates, employers of
   graduates, cooperating schools, or community members.

2. The visit, if it is a merged accreditation visit, must be coordinated with the
   national accrediting body.   If the visit will involve a national or
   professional accrediting body for one or more credential programs, early
   planning must be initiated to attend to the needs of both state and national
   bodies.

3. As a rule, the first full day of an accreditation visit will begin on a Monday
   and team members will arrive on Sunday afternoon.   Exceptions are
   permitted to this rule, but they should be requested early in the process by
   the institution.   Institutions with multiple sites, unusual class schedules, or
   other issues should also make known these circumstances early in the
   planning process.

4. The institution should propose a series of acceptable dates as the Committee
   on Accreditation and the Commission on Teacher Credentialing must
   schedule the year's accreditation visits in a manner that does not adversely
   impact the staff.   <u>The final responsibility for identifying an acceptable date
   for the accreditation visit lies with the institution being visited.</u>

Schedule of Review Activities

1. As noted above, accreditation team visits are scheduled for three and one-half days. The team arrives at its hotel site on Sunday afternoon, typically by 3:00 p.m. The team holds its orientation meeting at the hotel, completing its business normally by 5:00 p.m.

2. Institutions may choose to schedule a reception at the hotel or on the campus for the accreditation team. Such an event is optional and is at the discretion of the institution. General remarks by senior administrators or other ceremonial aspects of the visit can be accomplished at this time. Institutions may also want to have community members or other guests included in this event. If dinner is included in the event, it should conclude by 9:00 p.m. If no dinner is included, the event should end by 7:30 p.m.

3. The first full day of the accreditation visit is devoted to document reviews and interviews with a sample of all major interest groups -- faculty, administration, students, graduates, employers of graduates, cooperating school personnel, and community members. The team schedule created by the institution must show sufficient time during the day for document review and for team meetings.

4. The second full day of the accreditation visit can duplicate the first full day or it may include visits to important collaboration sites or other facilities deemed essential by the institution. The team schedule created by the institution must include time for a mid-visit meeting to permit the team leader to share with representatives of the institution (a) areas where the standards appear not to be fully satisfied, and (b) requests for additional information pertaining to those standards.

5. Wherever possible, the institution should not be schedule team members for interviews after 6:00 p.m. on any day. If late interviews are necessary, the schedule must show time during the day for team members to confer, to summarize notes, or to attend to personal needs.

6. The morning of the third full day of the visit is set aside for report writing by the team and no other activities can be scheduled. The presentation of the team's findings (where the team leader presents the team's findings and its accreditation recommendation to the Committee on Accreditation) takes place in the afternoon. The institution may invite anyone to attend this public presentation of the accreditation team's report.

Logistical and Budgeting Arrangements

1. The Commission on Teacher Credentialing is responsible for all direct expenses of the state accreditation team, including lodging, per diem, and travel expenses. The Commission is also responsible for (a) the direct expenses incurred by the team leader and the consultant in working with the institution on arrangements for the visit, (b) direct expenses involved in a specialized credential team visit and any re-visits related to noted stipulations from the original visit and, (c) the substitute expenses for team members who are classroom teachers, if requested. If the institution is planning a merged accreditation visit, the institution is responsible for the costs associated with the national accrediting body. This is also true if the institution elects to have one or more of its credential programs accredited by a national professional association.

2. The institution is responsible for covering all assigned time to its faculty and staff who have developed reports or documents. If the institution elects to have a reception for the team or to provide food to the team during the visit, it must bear the cost of these items.

3. The institution is responsible for preparing all necessary documents included but not limited to, the *Preliminary Report*, the *Institutional Self-Study Report* including reports for all approved credential programs, sufficient copies of these reports for team members, all necessary back-up documents and files to support the *Self-Study Report(s)*, and any other materials deemed useful to the team by the institution. All materials sent to the Commission and to team members should be considered the property of the Commission. Any materials of value should be kept on campus in the document room.

4. The institution is responsible for providing sufficient space on campus for a private room for the team, a document room for all files and materials, space for all team members to conduct their interviews, access to telephones for team members required to make telephone interviews, and personal computers compatible with the Commission's to facilitate team writing. The institution is also responsible for assisting the CTC/COA consultant in identifying an acceptable hotel in close proximity to the campus, arranging for meals for the team, if requested by the consultant, and arranging parking permits during the visit for team members.

5. The institution is responsible for making all necessary arrangements regarding the interview schedules. This includes providing parking for interviewees, assigning campus guides to direct individuals to their interview locations, arranging for back-up interviews, and ensuring that an adequate number of interviews are scheduled for the institution and all its programs. Institutions are encouraged to propose innovative arrangements for handling interviews (e.g., interactive audio and video connections or dispersed interview sites), but are strongly advised to ensure that sufficient numbers of interviews are scheduled across all key groups.

6. In the case of a re-visit or the visit of a specialized credential team, the institution is responsible for making the same type of arrangements as noted above for an original visit.

7. The institution is responsible for all expenses involved in attending a Committee on Accreditation meeting. In the event of an institutional claim of bias or failure to follow procedures, the institution must bear the cost of the making the appeal and attending any appeal hearings or meetings. If a re-visit is required as a result of the appeal, the standard division of responsibilities and costs apply.

E. Preliminary Report

No less than twelve months before the scheduled visit, institutional officials prepare a *Preliminary Report* to be submitted to the Commission staff consultant. This brief report describes the institutional mission and includes information about institutional demographics, special emphasis programs, and other unique features of the institution. The *Preliminary Report* is designed to help the Commission consultant and the team leader (in discussion with the dean or director) determine the type, size and complexity of the programs to be reviewed and the structure, size and expertise of the review team to be selected. The *Preliminary Report* includes, among other things, the following three components.

1. **Response to Preconditions.** In its *Preliminary Report,* the institution includes its response to accreditation preconditions established by state laws and the Commission. The institution must respond to preconditions for all credential programs offered by the institution.

2. **Indication of Selected Options.** In its *Preliminary Report,* the institution indicates the options it has selected for each credential program in the accreditation review. Institutions may select different options for different credential programs, as described in the *Accreditation Framework.*

3. **Special Characteristics of the Institution.** In its *Preliminary Report,* the institution notes any special characteristics about its credential programs that would affect the composition of the team, the organization of the visit, or the development of the team schedule. The offering of programs at multiple sites, the use of unusual delivery formats, and/or unusual staffing patterns are of particular interest to the Committee on Accreditation. Institutions with multiple-site programs must include specific information about the number and enrollment of all such programs, their past and current status, and the administrative relationships among these various locales and options. Institutions using a professional development school model should respond to this section of the *Preliminary Report.*

F. Self-Study Report and Campus Exhibits

Report Guidelines.

No less than 60 weekdays before the visit, the institution mails sufficient copies of its *Institutional Self-Study Report* to the team leader and the Commission staff consultant, who distributes copies of the report to each accreditation team member The institution may choose to mail its *Self-Study Report* directly to team members, in which case the report should be mailed no less than 40 weekdays before the visit. In responding to each applicable standard, the self-study report should emphasize quality considerations, educational rationales, and thoughtful program analyses.

The Institutional Self-Study Report has, at a minimum, the following items:

- Letter of Transmittal by President
- Letter of Verification by Dean or Director
- Background of the Institution and its Mission and Goals
- Education School or Department Mission and Goals
- Significant Changes in Education Programs since last review
  (with references to stipulations or weaknesses noted in last visit)
- Responses to Common Standards (with references to documents)
- Responses to Program Standards by Program Cluster (with references
  to documents). These responses will vary depending on the options
  selected by the institution.
- Abbreviated Faculty Vita organized by Program Cluster and by
  credential courses taught in the past two years.

All other background material and data should be placed in the document room on campus and referenced in the *Self-Study Report*. Institutions are encouraged to use graphic representations and other visual information in the *Self-Study* document. Institutions planning to use multi-media presentations should confer with the CTC/COA consultant early in the planning process. The *Self-Study* should be relatively brief but must include responses to all the Common Standards and all standards for each approved credential program, following the options elected by the institution in its *Preliminary Report*.

Supporting Documentation Required

In the document room on campus, the institution is required to assemble detailed materials that will verify and support the assertions made in the *Self-Study Report*. The following list of supporting documentation is not exhaustive; it is intended to be illustrative. The institution should tailor its supporting materials to its own mission and goals, organizational structure, and array of credential programs. The institution is also encouraged to utilize alternate means of presenting supporting materials including videotapes, CD-ROMs, wall displays, interactive computer programs, and audio tapes. If the institution makes use of alternate approaches to providing support, its representatives should confer with the assigned consultant and the team leader to ensure that sufficient time is allocated within the master schedule to permit the full review and appraisal of the developed materials.

1. Complete vitas from all full-time faculty within the institution and within all approved credential programs.
2. Complete vitas from all part-time faculty who have taught credential courses in the past two years.
3. Information regarding recruitment and retention procedures for full-time and part-time faculty.
4. Information on support for full-time and part-time faculty including research, travel, and staff development support.
5. Information on recruitment and admissions procedures including the actual selection process for admission.
6. Copies of all advisement materials used in all credential programs.
7. Copies of student handbooks, supervisor handbooks and other relevant credential publications.
8. Copies of relevant budgets, including school budgets, departmental budgets and program budgets, if available.
9. Institutional procedures on budget and faculty allocations.
10. Copies of recent catalogues and individual course syllabi (Note: where multiple sections of credential courses are offered, institutions should provide additional evidence that all sections of the required credential courses attend to the relevant standards).
11. Internship programs should provide evidence of district and bargaining representative agreements and other evidence that internship standards are being met.
12. Minutes of advisory group meetings or other evidence of collaboration and community involvement.
13. Evidence of on going, systematic, comprehensive program evaluation and improvement with specific evidence of changes made or contemplated as a result of this evaluation process.
14. Candidate assessment instruments and procedures with summary information on candidate evaluation results as appropriate.
15. Evidence of institutional commitment to and assessment of all field supervisors (individuals serving as cooperating teachers or others who serve as non-employee evaluators of candidates).
16. Evidence of leadership within the institution and leadership among the elements of the institution with particular attention to articulating a vision, fostering collegiality, delegating responsibility and authority, and advancing the stature of professional education within the institution.

Ways of Facilitating the Preparation, Organization, and Presentation of Supporting Materials

The Committee on Accreditation uses a tri-partite process of evidence collection and evaluation. The *Institutional Self Study Report* constitutes the first element, the institution's assertion as to how it meets the Common Standards as well as the Program Standards it has selected. The second element in the collection and evaluation of evidence is the team's review and analysis of supporting documentation. The third element is the array of interviews conducted with individuals who know each program best -- its faculty, students, graduates, cooperating educators, and employers of graduates.

The supporting materials serve as verification of the assertions made in the *Self-Study Report*. Institutions are encouraged to ensure that the display of these materials is clearly linked to the appropriate standards. The institutional planners should encourage faculty and staff to begin to collect documents, hand-outs, and other programmatic materials early in the development process. Sorting and selecting materials is easier once all possible documents have been pulled together. In assembling the document room itself, institutions may wish to use one or more of the following organizational schemes:

1. Color-coding files or sets of documents by credential and/or by Common Standard
2. Labeling documents by Standard number within a credential program or closely related set of credential programs
3. Sorting materials in banker's boxes by credential
4. Developing a computer search engine for electronic files and other electronic data
5. Providing team members with "look-up only" capacity on campus computer system or personal computers provided to the team
6. Providing information presented in the order in which students experience the credential program (i.e., recruitment and admission materials presented first, then curriculum materials)
7. Provide mock-ups of highly detailed student files that clearly show how curriculum, field experience, and candidate competence standards are met.
8. Story Boards, PERK Charts, organizational charts, or other visual display devices that depict aspects of the institution and its various credential programs

Institutions are encouraged to use other presentation devices and approaches as may assist team members in understanding how the institution meets or exceeds all Common and Program Standards. Care should be taken to alert the consultant and team leader to any innovative methods being contemplated to ensure that the team will be properly advised before the visit begins.

G. The Interview Schedule

An accreditation team makes its determinations and recommendation on the basis of the *Institutional Self-Study Report* and information collected while on campus. The team studies institutional documents, reviews support materials, and interviews individuals who have knowledge of the program and the quality of students enrolled and graduates in the work force. It is the institution's responsibility to set up the interview schedule for all team clusters in consultation with the CTC/COA Consultant. Since the time available to the team is limited and Committee policy dictates that sufficient numbers of individuals from all constituent groups be interviewed, **creating a workable interview schedule is a critical task for the institution and should receive as much attention as the preparation of the *Institutional Self-Study Report.***

1. Who Should be Interviewed by the Team

Team members interview persons involved in the development and coordination of the programs, the preparation of the candidates, and the employment of graduates of the program. These interviewees come from the credential program and surrounding school districts. A list of persons who are typically scheduled for interviews is shown on the next page.

Candidates

Beginning Candidates (small number)
Middle of Program Candidates (larger number than Beginning Candidates)
Nearing Completion Candidates, especially those in student teaching and/or field experiences.   (majority of candidates interviewed)

Master Teachers/Supervisors

Currently working with candidates or have worked with a candidate in the past year. If the professional development school model is used, then the bulk of the interviews should be with the cooperating faculty from that school(s).

Administrators

From schools where candidates and student teachers are placed, and/or who assist with field work placements. These should be school sites where placements are routinely made.

Graduates

Last Year
The Year Before Last (whether using credential or not using credential)
In cases where most graduates leave the area, it may be necessary to go back one more year or to provide correct telephone numbers to the team to ensure that a sufficient number of interviews are conducted.

Employers of Graduates

School District Personnel Office Administrators
School Site Principals

Administration and Faculty of the Institution

President (optional unless merged NCATE/COA visit)
Academic Vice-President
Chief Financial Officer of Institution
Dean of the College or School of Education
Chairs of the involved Departments
Program Coordinators of credential programs
Field Supervisors in each credential program
Professors and Instructors from each credential program,
    (Full-time and Part-time)
Credential Analyst
Advisory Committee for credential programs

NOTE: The number of individuals to be interviewed will vary by category and program, and will depend upon program size, relative "importance", availability, and location of the interviewees. The CTC/COA Consultant randomly selects interviewees. For a small credential program, generally everyone associated with the program will be interviewed. Specific problems with interview sample size must be discussed well in advance of the visit with the Team Leader and the CTC/COA Consultant.

2. Selection of Interviewees

The institution should begin assembling lists of potential interviewees at least the semester before the visit. Placement and Alumni offices should be consulted along with the Credential Analyst for the names of graduates, supervising teachers and personnel. The names of current students should be assembled as soon as practicable in the semester of the visit. Faculty who teach in the program should be alerted to the visit dates to prevent them from being off-campus. Special arrangements may be necessary for part-time faculty or faculty on early retirement or sabbatical leave. The lists of candidates, graduates, and master teacher/supervisors are sent to the CTC/COA consultant who randomly selects the persons who will be invited to the interviews from those categories. These lists will be returned promptly so the institution can make the necessary contacts. Not all interviews will be conducted one-on-one. Candidates can be interviewed in small groups (3-10 students). Faculty and administrators should be interviewed individually. Telephone interviews, closed-circuit television, off-campus interview sites, and other innovative means of conducting the interviews are strongly encouraged, particularly on campuses where parking and travel are difficult or where graduates work at significant distances from the campus.

3. Review of Interview Schedules by Team Leader

Interview schedules should be completed approximately three weeks before a visit. When the schedule is complete, it is sent to the CTC/COA Consultant and the team leader for their final review. If an institution does not get the schedule completed in time for Consultant and team leader review before the visit, the review will occur on the afternoon or evening before the interviews begin. This may well cause complications if changes are requested, so institutions are urged to avoid this problem. Once any changes are made by the team leader, the schedule will be followed as distributed. Late additions to the schedule, if needed, should be clearly noted.

4. Additional Notes on Creating an Interview Schedule

The interview schedule for each Cluster should be thought of as having 3-4 columns with one column for each cluster member. A time frame on the left margin gives the number of allowable slots for the interviews. Since faculty and institutional administration should have individual interviews whenever possible, the scheduler should be cognizant of teaching and travel schedules. Generally, all faculty who teach full-time in the program should be on campus for interviews during the visit. Programs with heavy afternoon and evening classes will need to work with the CTC/COA consultant to balance the time

commitments of the team. Late afternoon of the first full day will be critical. If an institution does not absolutely need to make a morning site visit, it is possible to arrange for off-campus interviews at a school site with master teachers, area administrators, and graduates on the afternoon of the first full day. This could be very helpful to campuses where parking is difficult or where getting to campus is a problem. Institutions selecting this option should discuss the specific needs with the CTC/COA Consultant well in advance of the visit.

The campus may also wish to combine an alumni event or some special activity to link with the return to campus of graduates, master teachers, and other field supervisors. A reception following the end of the interview period, the inclusion of returning graduates in a concurrent research project, or some other professional development activity, particularly when planned in conjunction with local schools, can increase attendance, make the whole process more useful, and build productive relationships with area schools.

The most frequent complaints from team leaders/members relate to lengthy introductions which delay the onset of the interviews, gaps in the interview schedule when not planned, significant imbalances in the numbers of interviews scheduled with graduates, employers of graduates, and other off-campus constituents, and insufficient privacy for sensitive interviews. Program representatives are urged to attend to these concerns.

Frequently, the actual schedule varies from the planned one as individuals cancel appointments at the last minute. Schedulers are urged to think about over-booking slightly to account for such realities, to avoid, if possible, scheduling one constituency (e.g., program graduates) into one afternoon, and to entice off-campus constituents with additional reasons to make the journey to campus. A final option is to have a secretary available to make stand-by calls or to provide the names and telephone numbers of individuals who could be interviewed by telephone.

Given the importance of the interview process to the final team recommendation and the complexities of bringing large numbers of people on and off campus, institutional planning teams should begin early to develop plans for handling this element of the program evaluation.

H. Accreditation Team Visit Daily Schedule

Introduction

This section of Chapter Two provides a chronological review of an accreditation team visit. Each part of each day is identified and a brief statement is made regarding the essential activities to be completed in that time period. Institutions may request variations from this schedule and should confer with their assigned consultant early in the planning process if they wish to make significant changes.

Day One (Part Day - COA only)

This day is typically a Sunday for regular COA visits. (Merged NCATE/COA visits typically begin a day earlier for the Team Leader and the Common

Standards Cluster members. The remainder of the team begins on Sunday.) Institutions may request another schedule if they believe it will be beneficial to them.

1. **Team Leader and Cluster Leader Preparation (afternoon):** Leader preparation is usually conducted by a CTC/COA consultant during the mid-afternoon of the day _prior_ to the review.

   • The consultant reviews the responsibilities of the team leader, cluster leaders, and team members.

   • The consultant reviews COA accreditation procedures with the team leader and all cluster leaders.

   • Cluster leaders begin team briefing of _Self-Study Reports_. If a campus visit is desired, team leaders must inform CTC/COA Consultant who will, in turn, arrange the visit with the institution.

2. **Institutional Reception (early evening)**

   Institutions may choose to host a reception for the accreditation team in the early evening of the day the team arrives. The purposes of this reception are to provide opportunities for informal conversation among team members and faculty, staff, and administrators from the institution, give attention to the ceremonial aspects of the visit, and provide overviews of the institution. A reception is not a required part of the COA accreditation visit (however, it is expected for a merged visit with NCATE). The institution must bear the cost of a reception. Details of this optional part of the visit should be arranged during the preliminary discussions with the CTC/COA Consultant.

3. **Cluster Orientation (evening):** The cluster orientation usually occurs in the evening of the day prior to the evaluation and after the informal reception (if one is held). The consultant provides a brief overview for all team members.

   • The cluster leader reviews the institutionally-selected standards that will be used during this visit with the team members.

   • The team cluster members develop questions related to each standard.

   • The cluster leader makes team member assignments to ensure that all standards will be covered in interviews, and by more than one person.

Day Two (First Day on Campus)

This day is typically a Monday unless the institution has developed an alternative schedule (e.g., Tu. - Th.. schedule)

1. Initial welcome of the team on campus by institutional representatives, if not completed the prior evening.

2. Overview of Department or School of Education and Credential Programs, if not completed the prior evening.

3. Clusters meet with Appropriate Program Faculty

   • Faculty describe credential programs.

   • Clusters request additional relevant materials.

   • Clusters ask clarification questions on appropriate *Self-Study Report*

4. Team members meet with scheduled interviewees from all categories as per the prepared schedule.

5. Team reviews documents and other exhibits prepared by the institution.

Evening of Day Two

6. Team meets to refine questions, shares findings across clusters, indicates areas of concern or questions to Team Leader, and plans for Day Three.

Day Three

1. The Mid-Visit Status Report is given orally, usually 1/2 of the way through the accreditation visit. The Dean or Director determines institutional representation and the Team Leader determines accreditation team representation at this meeting The team leader gives this report which is intended to provide an opportunity for the accreditation team to indicate specific areas of concern with the institution and its programs. The institution is given the opportunity to provide additional information to address the concerns of the team. Teams are not bound to the concerns expressed at this meeting as future interviews might add concerns or remove them. The intent of this meeting is to prevent the team from making judgments based on inadequate or inaccurate information. This meeting typically takes place early on the morning of the third day of the accreditation visit. The actual time of the Report may vary, depending on the organization of the visit, but in no event should it take place later than 1:00 p.m.

2. Scheduled interviews continue.

3. Team visits to school sites, if appropriate.

4. Team reviews documents.

6. Interviews, review of materials, etc.

7. Team meets at lunch to review progress.

8. Team continues fact finding.

Evening of Day Three

9. On the basis of information collected and considered, the team meets to develop an accreditation team report based on the format described in this *Handbook*.

Day Four

Morning

1. The team meets to complete its report and deliberate on its final accreditation recommendation.

Afternoon - Exit Interview and Team Report

1. The team report is duplicated for each team member, appropriate program faculty and administration.

2. An oral presentation of the team report is made to the faculty and administration by the team leader. At the team report session, the team leader and members will discuss the report, clarify any areas in question and resolve editing issues. Typically, the team leader reads the report, discusses the rationale for the accreditation recommendation, invites comments from team members and then opens the floor for questions and comments. This is not a time for debating the recommendation, submitting new data, or discussing team judgments. Institutional representatives are encouraged to seek clarification, point out any errors of fact, and suggest stylistic changes for team consideration.

3. The accreditation team report, as it will appear when presented to the Committee on Accreditation for its review and final decision, will be sent to the institution and team leader a week prior to the date of the Committee meeting.

I. Special Circumstances

According to the *Accreditation Framework*, the Committee on Accreditation makes a single decision about the continuing accreditation of educator preparation at each institution, including a decision about the specific credentials for which an institution may recommend candidates. Because of that, the following special circumstances need attention:

1. Off-Campus Programs, Distance Learning Programs, Extended Education Programs and Professional Development Centers - Information about all sites where programs are offered must be a part of the planning for the accreditation visit. Interview data must be available from all sites. Members of the accreditation team may be asked to conduct visits to off-campus sites prior to the accreditation visit. In some cases, the team size may be increased to facilitate the gathering of data from multi-site institutions. It is expected that the Commission's standards are upheld at all sites where the programs of the institution are offered. Information

from the various sites will be a part of the accreditation decision made about the institution.

2. **Programs Not Assigned to the Education Unit** - Even though a particular credential program may reside outside of the education unit at an institution, it will be included in the accreditation visit and will be affected by the single accreditation decision to be made about the institution. Pertinent information about those programs must be included in the Common Standards Report. Normally, the education unit will be responsible for assuring certain aspects of program quality for those programs.

3. **Cooperative Programs Between Institutions** - Since the accreditation decision is made about the institution and all of its related programs, cooperative programs between institutions must be included in the accreditation visit and treated as a part of each institution's accreditation visit. An accreditation decision made at one institution that co-sponsors a cooperative program may be different than the decision made at another institution that co-sponsors the same program.

4. **Other Special Circumstances** - As other special circumstances arise, the Committee on Accreditation will develop policies and procedures to address them.

Chapter Four:
Articulation Between
State and National Accreditation

Introduction

One of the objectives of the *Accreditation Framework* was to create a system of professional accreditation that enables institutions to reduce or eliminate redundancy between state and national reviews of the same programs. Institutions now have a number of options whereby state and national accreditation of an education unit can be accomplished in a single review that is based on the Common Standards, the national and the state accreditation teams and visits can be merged and the national accreditation of a credential program can substitute for the state review of that program. Central to the above three options is determination that the accreditation standards of the two entities are comparable.

The following elements of the *Accreditation Framework* govern articulation between national and state accreditation:

A. National Accreditation of an Education Unit

Upon the request of an institution, the accreditation of an education unit (school, college or department of education) by a national accrediting body will substitute for state accreditation under the Common Standards provided that the Committee on Accreditation certifies to the Commission that the national accrediting entity fulfills the following conditions.

1. The national accrediting entity agrees to use the Common Standards that have been adopted by the Commission.

2. The accreditation process of the national entity includes on-site reviews.

3. Accreditation teams represent ethnic and gender diversity, and include elementary and secondary school practitioners and postsecondary education members; a minimum of one voting member of each team is from California.

4. For continuing national and state accreditation in California, the national entity agrees to appoint a team that is equivalent in size and structure to an initial accreditation review team.

5. The period of accreditation is consistent with a five-year to seven-year cycle, or is compatible with the accreditation cycle established by the state.

B. Merged State-National Accreditation Teams and Reviews

When the above conditions are met for accreditation of an education unit by a national accreditation body, an institution may apply for a merged team and visit for state and national accreditation under the Common Standards and the applicable Program Standards. In a merged visit, a single accreditation team serves the state and national accrediting bodies. The following policies apply.

1. The team has two co-leaders, one appointed according to state accreditation procedures and one appointed by the national accrediting body.

2. The Common Standards and groups of programs are reviewed by appropriate clusters of reviewers selected by the team co-leaders and the Commission's staff consultant. The cluster of members to review the Common Standards includes members appointed by the national body and at least one California member selected according to state accreditation procedures. Clusters of members to review the applicable Program Standards are selected according to Section 5 of this *Framework*.

3. The merged team for state and national accreditation represents ethnic and gender diversity.

4. The team submits a single report regarding all Common Standards and Program Standards to the Committee on Accreditation and the national accrediting body.

Implementation of Sections A and B

The only national accrediting body which fits the description of the preceding two sections of the *Framework* is the National Council for Accreditation of Teacher Education (NCATE). Sections A and B of the *Framework* are implemented as a package. NCATE accreditation standards and the Common Standards have been judged as comparable, thus eliminating the need for a separate review of those standards by the state. Additionally, a merged state and national accreditation team and visit are scheduled for state and national accreditation under the Common Standards and the applicable Program Standards. This merging is accomplished through the Partnership Agreement between the CTC/COA and NCATE. The following is the description of the status of the Partnership Agreement and the major features of the Partnership.

Partnership with the National Council for Accreditation of Teacher Education (NCATE)

Since 1988, the Commission and NCATE have had a "Joint Partnership Agreement." California institutions desiring joint or concurrent accreditation visits have been able to request such reviews during the past eight years. Presently, fourteen (14) institutions in California are NCATE accredited and have Commission approval.

With the adoption of *The Accreditation Framework,* the procedures for institutions desiring to maintain NCATE accreditation changed as the *Framework* provides for a

different state and national accreditation process. The Committee on Accreditation considered the CTC/COA-NCATE Partnership Agreement under the provisions of the *Accreditation Framework* early in its activities. In December, 1995, the COA approved the Protocol for the renewal of the Partnership Agreement and all elements of the Partnership Agreement were submitted to NCATE. NCATE staff reviewed the proposed Partnership Agreement and submitted the COA-proposed Partnership Agreement to the NCATE State Partnership Board at its October 1996 meeting. The California - NCATE Partnership Agreement was renewed through October, 2001. The major elements of the Partnership Agreement between the COA and NCATE are as follows:

• California institutions are exempt from Folio Reviews.

• The twenty-five (25) page Report to NCATE is not required. It is replaced by the COA *Self-Study Report* on the Common Standards.

• All California visits will be merged visits.

• A single team will conduct the on-site accreditation visit. There will be two co-chairs for the visit, one selected by NCATE and one selected by the Executive Director of the Commission.

• The Common Standards will be reviewed by the Common Standards Cluster chaired by the NCATE appointed co-chair. The Common Standards Cluster will have 4 to 6 members depending on the size of the institution. Selected portions of the NCATE Standards will supplement the eight COA Common Standards.

• The Program Standards Cluster members will be recommended by the CTC/COA consultant in consultation with the institution but selected by the Executive Director of the Commission.

• Team members will represent ethnic and gender diversity; and include elementary and secondary practitioners, and postsecondary education members.

• The team will prepare a single accreditation report including the findings of the Common Standards Cluster and Program Standards Cluster(s) members. The team will submit its report to the COA in the format approved by the COA. The Common Standards Cluster will submit a report to the Unit Accreditation Board of NCATE. The COA and NCATE will make separate and independent accreditation decisions.

• The period of accreditation will be consistent with a five to seven-year cycle.

For more details on the Partnership Agreement, contact the Commission staff.

C. National Accreditation of a Credential Program

Upon the request of an institution, the accreditation of a credential program by a national accrediting entity will substitute for state review of the program provided that the Committee on Accreditation certifies to the Commission that the national accreditation entity satisfies the following conditions.

1. The accrediting entity agrees to use the adopted California Program Standards for the specific credential under Option 1, or the standards used by the national entity are determined by the Committee to be equivalent to those adopted by the Commission under Option 1.

2. The accreditation process of the national entity includes an on-site review of the credential program.

3. The accreditation team represents ethnic and gender diversity.

4. The accreditation team includes both postsecondary members and elementary and secondary school practitioners; a minimum of one voting member is from California.

5. The period of accreditation is consistent with a five-year to seven-year cycle, or is compatible with the accreditation cycle established by the state.

Implementation of Section C

Under this provision of *The Accreditation Framework* an institution may request that accreditation by a national professional entity be substituted for the state COA accreditation procedure if the standards are deemed comparable, the national entity provides for an on-site review, and the national body meets the other requirements listed above.

In order to determine the comparability of national standards and accreditation processes, the COA took action in the Fall of 1995 to approve the following procedure:

1. Commission staff selects California representatives familiar with Commission standards and appropriate national standards. A panel of at least three representatives will be chosen to compare the national standards with those of the CTC to determine comparability. The three-member panel is to include members from K-12 and from postsecondary education. The panel will provide the COA with an analysis of the comparability of the two sets of standards and will provide an appropriate recommendation.

2. The Committee on Accreditation will take action on the recommendations regarding the comparability of the standards of national professional organizations with the Commission's approved program standards. In the event that the standards are not exactly comparable, the action will include specific information regarding which California standards or portions of standards must be included, if the national standards are to be used for a California accreditation visit.

3. In addition to comparing standards, the panels will study the accreditation procedures of national professional associations who conduct on-site accreditation visits, to determine comparability with California accreditation procedures. The panels will report their findings to the Committee on Accreditation. If the COA determines that the accrediting procedures of the national associations have met the

conditions listed in Section C, the COA may approve a "Memorandum of Understanding" with the national association to allow substitution of the national standards and the accreditation procedures of the national entity.

(In the event that all of the five criteria listed under Section C are not met by the national accrediting entity, the institution may still use standards deemed comparable to California Program Standards for Program Standards Option 2 in Section 3 of the *Accreditation Framework*.)

For results of the Comparability studies, contact the Commission staff.

Chapter Five:
Conducting an Accreditation Visit

Introduction

Chapter Five provides narrative descriptions of essential team activities that occur during the actual accreditation visit. This chapter also provides information about the types of accreditation recommendations teams may make, according to the *Accreditation Framework*, and gives operational implications for institutions of postsecondary education for each of the accreditation options. Finally, this chapter sets out the appeal procedures to be followed if the institution believes that an accreditation team has failed to follow the procedures listed in this *Handbook* or has otherwise violated the *Accreditation Framework*.

A. Key Team Activities

Team Leader/Cluster Leader Orientation

This activity is led by the CTC/COA Consultant and is completed on the afternoon of the first day of the visit (typically a Sunday) unless otherwise scheduled by the institution. The purpose of this orientation is to refresh the training of the team leader and cluster leaders, to review any special characteristics of the visit, review the interview schedules to determine their adequacy, and to answer any questions these individuals might have. The team leader will make any necessary arrangements with the cluster leaders regarding the communication of findings, issues or concerns during the visit.

Team Meeting

The team meeting follows the orientation of the team leader and cluster leaders. At this meeting, introductions are made and housekeeping details, such as travel claim forms, housing issues, and team transportation issues are taken care of by the CTC/COA Consultant. The team leader reviews the visit, reminding team members of the type of visit (e.g., Merged NCATE/COA, COA only) and the array of standards being used by the institution (Options 2 through 5 of the *Accreditation Framework*). Typically, the team meeting concludes prior to an informal reception (if one is held). If there is no reception, the team has dinner, preferably together. After dinner, the team breaks into cluster groups to review the respective program level responses in the *Self-Study Report*, plan interviews, and further plan the review of the program.

The team meets periodically throughout the visit, typically during meals, to share findings, raise concerns, alert the team leader to possible areas of concern, and to ensure full communication among the various clusters and the Common Standards cluster. These meetings are private and should be conducted in a room or location away from representatives of the institution.

Interviews and Data Collection

The accreditation team is limited to interview data collected while on campus and other data collected from the materials supplied by the institution. Team members may not collect data from other sources or use anecdotal information collected by them or others prior to the visit. In order for the team to make adequate judgments about each credential program, it is particularly important that sufficient faculty be on campus and available for interviews during the visit. In addition, the institution should have plans in place to account for individuals who do not attend scheduled interviews. Institutions may wish to "overbook" the interviews to account for "no-shows," but care should be taken not to overload the team with unscheduled interviews.

All information from the interviews is considered private and confidential. Any data or quotes used by the team will be reported anonymously or in the aggregate. All team member notes taken during the interviews or during document reviews are the property of the Committee on Accreditation and are to be collected by the CTC/COA Consultant at the end of the accreditation visit and retained by the consultant for one calendar year after the visit.

Additional Supporting Documentation/Exhibit Room

The institution is expected to set up a documents/exhibit room as a part of its preparation for the accreditation visit. The display room can be the same as the team meeting room or it can be a separate room for documents only. The display of materials should be clearly related to the Common Standards and the particular array of program standards selected by the institution and communicated to the COA via the *Preliminary Report*. Institutions are encouraged to use innovative approaches to the display of materials. All materials placed in the documents room remain the property of the institution.

Resolution of Concerns

The CTC/COA Consultant serves as a liaison between the institution and the team for the visit and is charged with resolving any concerns or problems related to COA procedures that may occur during the visit. Should any team member act in an inappropriate or unprofessional manner during the visit, either the team leader or the CTC/COA Consultant will intervene promptly to ensure that the integrity of the accreditation process is not compromised. Institutional representatives need to be available throughout the visit should the CTC/COA Consultant or the Team Leader have questions about the accreditation materials or documents prepared by the institution.

Mid-Visit Status Report

The principal procedural safeguard used during the visit is the Mid-Visit Status Report given by the team leader on the morning of the third day of the visit. The purpose of this meeting is to provide an opportunity for the institution to respond to any concerns voiced by the accreditation team or any requests for additional information needed by the team to make its recommendations. This does not mean that the team will not find additional concerns later in the visit nor does it mean that the concerns noted will result in a particular team finding. The mid-visit status report is intended to give the institution time to respond to team concerns or potential errors in understanding before the team has completed its data collection.

Although the primary focus of the oral report will be on areas of concern or possible misperception, the team leader may indicate areas of strength as noted by the team. The institution may invite anyone it wishes to this meeting. The meeting is not intended to be a debate or discussion session. The CTC/COA Consultant will monitor this meeting.

Specialized Credential Program Review Team

In the event that the accreditation team determines that it cannot make a full and fair judgment about the quality and effectiveness of a credential program because the concerns require a level of expertise not possessed by the team, or insufficient time remains in the visit to make such a judgment, or because the cluster feels otherwise inadequate to render a judgment about the specific credential program, the team leader must be consulted. If the team leader agrees that the cluster has made a reasonable effort to arrive at a judgment about the credential program, the team leader may call for a specialized credential program team to be named to resolve the uncertainty before the accreditation team's final report and recommendation is submitted to the Committee on Accreditation.

The accreditation visit is concluded without an exit interview and presentation of the team's recommendations to the institutional representatives. The team leader and the CTC/COA Consultant will confer with the Dean or Director as soon as practicable to make the necessary arrangements for the specialized credential review team visit, using the concerns or problems of the original cluster as a guide for the focus of the specialized team visit. Once the specialized credential review team has made its site visit, its findings about that program will be transmitted to the leader of the original accreditation team who, in turn, will communicate with the members of the original accreditation team regarding the findings of the specialized review team. The original team will then arrive at a recommendation regarding the accreditation status of the institution. The team leader will communicate the team's recommendation to the institution, although not necessarily in person, and will forward the team report and recommendation to the Committee on Accreditation.

B. Accreditation Team Report

Accreditation teams make their reports and recommendations to the Committee on Accreditation. Accreditation team reports indicate whether each applicable standard is met, include summary findings and a recommendation to the Committee, and may include educational recommendations for consideration by the institution. For a sample copy of an Accreditation Team Report, please see Attachment A.

Prior to making any recommendations about the accreditation status of the institution, the *Accreditation Framework* requires that the team make a determination as to whether each Common Standard and Program Standard has been judged by the team as met. The Team Leader is responsible for ensuring that the team has reviewed each applicable standard. The team makes one of three determinations about each standard. The findings of the Common Standards are reported individually. Specific comments that provide a rationale for the finding are presented for each Common Standard. Program Standards for each credential area will be reported on in the aggregate through the use of findings expressed in narrative form.

Decision Guidelines About Standards

For each standard there will be one of three options:
- **Meets the Standard**
  All of the elements of the standard are present and effectively implemented.

- **Meets the Standard Minimally**
  Qualitative Concerns - All of the elements of the standard are present, but the quality of one or more of the elements is inadequate. Of the elements of the standard, one or more may be ineffectively or inadequately addressed.
                              o r
  Quantitative Concerns - There are elements specifically mentioned in the standard that are missing. The cluster will identify in writing any of those elements.

- **Does Not Meet the Standard**
  On balance, based on the evidence received, the institution or program has not effectively addressed and implemented the standard.

In all cases where a standard is "met minimally" or "not met," the cluster will provide specific information about the deficiency and the rationale for its judgment.

Development and Format of the Accreditation Team Report

Prior to the accreditation visit, team members will receive copies of the accreditation standards being used by the institution, copies of the appropriate parts of the Institutional Self-Study Report, forms to assist in the review of documents and instructions from Commission staff on preparations for the visit. Team members will be asked to carefully read the institution's response to each standard and develop questions they plan to ask during the visit.

The team meets on the afternoon before the visit (usually Sunday) for organizational activities and specific training for the visit. Cluster members are instructed to gather information on each standard relevant to that cluster and the cluster will make a specific determination about each standard. The cluster will be provided with internal tracking forms to use that list each standard required for the Institutional Self-Study Report. The Team Leader will have copies of the internal tracking forms for all clusters and will be responsible to see that each cluster gives the required consideration to each standard.

For the **Common Standards**, a specific finding about each standard will be included in the Accreditation Team Report, along with a narrative explaining the basis for the finding. Deficiencies in standards may be confined to a particular program, or they may apply across all programs. For each Common Standard there will be an opportunity in the report to note particular **Strengths** beyond the narrative supporting the finding on the standard and an opportunity to note particular **Concerns** beyond the narrative supporting the finding on the standard. The team may also choose to make **Professional Comments** about one or more of the Common Standards that will be added at the end of the report and are only for consideration by the institution. The Professional Comments are non-binding on the institution.

As required in the *Accreditation Framework*, for each program area, the team will make a decision about the **Program Standards**, using the above decision options. The team will keep a record about each standard, but there will not be a standard by standard report in the Accreditation Team Report. One section of each program report will be for **Findings on Standards.** At that point the narrative will describe any program standards which are "met minimally" or "not met" and the basis for that determination. If all standards are fully met, a statement to that effect will be included along with a basis for that determination. Where appropriate, the team may indicate if particular standards have been met with distinction. As in the Common Standards report, the team has the opportunity to note particular **Strengths** beyond the narrative supporting the findings on the standards and an opportunity to note **Concerns** not rising to the level of finding a standard less than fully met. Also, as in the Common Standards report, the team may also choose to make **Professional Comments** about the program that will be added at the end of the report and are only for consideration by the institution. The Professional Comments are non-binding on the institution.

In developing the Accreditation Team Report, it is essential that the Team Leader facilitate communication between the various clusters. As much as possible, Cluster Leaders should keep the Team Leader informed of the progress of their clusters. When information is obtained that is relevant to another cluster's assignment, that information should be shared. There must be extensive consultation between clusters and much sharing of information. As much as possible, the noon meals should be eaten together as a team, so that information can be shared between team members. A formal meeting of the team is held on the evening of the first full day (usually Monday) to discuss progress the first day and share information between clusters about findings. Time on the second evening (usually Tuesday) and the third morning (usually Wednesday) is set aside for additional team meetings and the writing of the team report. The Accreditation Team Report will normally be presented in the early afternoon of the third day (usually Wednesday).

After the report is written, the entire team meets on the third morning for a final discussion of the report and a decision about the results of the visit. The discussion will center on which accreditation decision would be appropriate for the institution: **Accreditation, Accreditation with Stipulations** or **Denial of Accreditation**. When the team recommends stipulations, the team drafts each stipulation and specifically indicates the type of institutional action and evidence needed to remove the stipulation. The team will also recommend to the Committee on Accreditation whether the stipulations should be considered **Technical, Substantive** or **Probationary**. Once the team decision is made, a final copy of the Accreditation Team Report is prepared and duplicated. The Accreditation Team then conducts an exit interview with representatives of the institution, at which time the team presents its findings and recommendations in the form of a draft Accreditation Team Report which will be presented at a later date to the Committee on Accreditation.

C. Accreditation Team Recommendations

ACCREDITATION

The team recommendation of **Accreditation** is defined as verifying that the institution in question has demonstrated that, when judged as a whole, it meets or exceeds the Common and Program Standards as selected by the institution pursuant to

the options listed in the *Accreditation Framework*. The institution (including its credential programs) is judged to be effective in preparing educators and is demonstrating overall quality in its programs and general operations. The accreditation team makes a professional judgment about the institution (and its programs.) The status of **Accreditation** can be achieved even if there are one or two Common standards identified as not met or areas of concern are identified within credential programs.

Operational Implications

An institution that receives the status of **Accreditation** is permitted to continue all accredited credential programs for a period of five to seven years and to propose new credential programs to the Committee on Accreditation at any time. The institution is not required to make additional reports to the Committee on Accreditation and is not obligated to respond to any recommendations made by the accreditation team in its report or comments made by the Committee on Accreditation in its deliberations. The institution is required to abide by all Commission and state regulations. The institution may indicate in all publications and documents its continuing accreditation status and the Committee on Accreditation will note its status in the Committee's annual report to the Commission on Teacher Credentialing.

ACCREDITATION WITH STIPULATIONS

Note: This accreditation status is sub-divided into three parts -- **Accreditation with Technical Stipulations, Accreditation with Substantive Stipulations** and **Accreditation with Probationary Stipulations.**

Accreditation with Technical Stipulations

The recommendation of **Accreditation with Technical Stipulations** by an accreditation team is defined as verifying that the institution has been found by the team to have some Common Standards or Program Standards not met or not fully met. However, the concerns or problems are of primarily of a technical nature (defined as operational, administrative, or procedural concerns or problems). The institution is determined to have overall quality and effectiveness in its credential programs and general operations apart from the identified technical matters.

Operational Implications

An institution that receives the status of **Accreditation with Technical Stipulations** is permitted to continue all accredited credential programs for a period of five to seven years and to propose new credential programs to the Committee on Accreditation at any time. The institution is required to respond to all technical stipulations noted by the Committee on Accreditation and to prepare a written report with appropriate documentation that all stipulations have been removed. This report is to be sent to the Committee on Accreditation within one calendar year of the visit. The Committee on Accreditation may ask the accreditation team chair or a Commission consultant to verify the accuracy and completeness of the institutional response. Typically, a re-visit to the campus by a team member or Commission consultant is not necessary for this accreditation decision. The institution is required to abide by all Commission and state regulations. The institution may indicate in all publications and documents its continuing

accreditation status and the Committee on Accreditation will note its status in the Committee's annual report to the Commission on Teacher Credentialing.

Accreditation with Substantive Stipulations

The recommendation of **Accreditation with Substantive Stipulations** by an accreditation team is defined as verifying that the institution has been found by the team to have significant deficiencies in Common Standards or Program Standards, or areas of concern that are tied to matters of curriculum, field experience, or candidate competence. The team may identify other issues that impinge on the ability of the institution to deliver programs of quality and effectiveness. The institution may be determined to have quality and effectiveness in some of its credential programs and general operations but these areas of quality do not outweigh the identified areas of concern.

Operational Implications
An institution receiving a recommendation of **Accreditation with Substantive Stipulations** is permitted to continue all approved credential programs for a period of one calendar year. The Committee on Accreditation considers if the institution should be given permission to propose new programs of professional preparation or expand existing programs, or if limitations should be placed on affected programs. The institution may be required to notify students of its accreditation status. The notification could be limited to students in a particular program or could apply to all students at the institution. The institution is required to respond to all substantive stipulations noted by the Committee on Accreditation by preparing a written report with appropriate documentation demonstrating that all stipulations have been removed and to prepare for a focused re-visit by an accreditation team (or in some cases, Commission staff). The institution will work with the original consultant to plan the re-visit that will address the stated concerns of the original accreditation team. The report of the re-visit team is to be received and acted upon by the Committee on Accreditation within one calendar year of the original visit.

The institution is required to abide by all Commission and state regulations. The institution may indicate in all publications and documents its continuing accreditation status and the Committee on Accreditation will note its status in the Committee's annual report to the Commission on Teacher Credentialing. Once all stipulations are removed, the institution is granted **Accreditation** and is permitted to continue all accredited credential programs for a period of four to six years and to propose new credential programs to the Committee on Accreditation at any time. The institution will notify its constituency of its change of accreditation status as it sees fit.

Accreditation with Probationary Stipulations

The recommendation of **Accreditation with Probationary Stipulations** by an accreditation team is defined as verifying that the institution has been found by the team to have serious deficiencies in Common Standards or Program Standards, or significant areas of concern that are tied to matters of curriculum, field experience, or candidate competence. The team may identify other issues that are preventing the institution from delivering programs of quality and effectiveness. The institution may be determined to have quality and effectiveness in some of its credential

programs and general operations but these areas of quality do not outweigh the identified areas of concern. A probationary stipulation may require that a severely deficient program be discontinued.

Operational Implications

An institution receiving a recommendation of **Accreditation with Probationary Stipulations** is permitted to continue all accredited credential programs for a period of one calendar year. The institution may not propose new programs of professional preparation or expand existing programs. Limitations may be placed on affected programs. . The institution is required to notify students of its accreditation status. The notification could be limited to students in a particular program or could apply to all students at the institution. The institution is required to respond to all probationary stipulations noted by the Committee on Accreditation by preparing a written report with appropriate documentation demonstrating that all stipulations have been removed and to prepare for a focused re-visit by an accreditation team. The institution will work with the original consultant to plan the re-visit that will address the stated concerns of the original accreditation team. The report of the re-visit team is to be received and acted upon by the Committee on Accreditation within one calendar year of the original visit.

In cases where a team recommends that a severely deficient program be discontinued, the Committee on Accreditation may require the institution to file a plan for discontinuation within 60 days of the original visit. That plan must address the needs of current students and provide evidence that the institution will admit no students after the end of the semester or quarter in which the original visit occurred.

The institution is required to abide by all Commission and state regulations. The Committee on Accreditation will note its status in the Committee's annual report to the Commission on Teacher Credentialing. If all stipulations are removed within the year, the institution is granted **Accreditation** and is permitted to continue all accredited credential programs for a period of four to six years and to propose new credential programs to the Committee on Accreditation at any time. On some occasions the Committee on Accreditation will continue stipulations for an additional period of time when significant progress has been made, but additional time is needed to remedy the deficiencies identified earlier. In the event that the institution does not respond appropriately to the probationary stipulations according to the timeline, the institution is brought back to the Committee on Accreditation for consideration of **Denial of Accreditation.**

DENIAL OF ACCREDITATION

The recommendation of **Denial of Accreditation** by an accreditation team is defined as the removal of authority for operating accredited credential programs at that particular institution because the team has found compelling evidence that the institution has routinely ignored or violated the Common Standards and Program Standards to the level that the competence of the individuals being recommended for credentials is in serious question. The institution is determined not to have minimal quality and effectiveness in its credential programs and general operations. A recommendation for **Denial of Accreditation** occurs when the team has evidence

that closing all credential programs and requiring an interim planning and re-structuring period is the most viable solution to the problems encountered.

If an accreditation team is conducting a re-visit to an institution that had received substantive stipulations as a result of a previous accreditation visit and the re-visit team finds that the stipulations have not been removed, the re-visit team must, according to the *Accreditation Framework*, recommend **Denial of Accreditation.** The Committee on Accreditation may, if requested by the institution, permit an additional period to remedy severe deficiencies if the Committee finds (a) substantial progress has been and/or (b) special circumstances described by the institution justify a delay.

Operational Implications
An institution receiving **Denial of Accreditation** would be required to take immediate steps to close all credential programs at the end of the semester or quarter in which the Committee on Accreditation decision took place. The institution would be required to file a plan of discontinuation within 90 days of the Committee's decision. The plan would give information and assurances regarding the institution's effort to place currently enrolled students in other programs or to provide adequate assistance to permit students to complete their particular program.

The institution will be required to announce that it has had its accreditation for educator preparation withdrawn. The institution would be enjoined from re-applying for accreditation (COA) for two years and would be required to make a formal application to the Committee on Accreditation which would include the submission of a complete institutional self study report including responses to the Commons Standards and Program Standards. The self-study must show clearly how the institution has attended to all problems noted in the accreditation team report that recommended **Denial of Accreditation.** The Committee on Accreditation would make a decision on the status of the institution. If the Committee grants initial accreditation to the institution and its programs, a full accreditation visit will be scheduled within two years.

D. Concluding Activities and Team Report

The presentation of the team report is typically held during the early afternoon of the last day of the team visit. The team report is duplicated for each team member, and for program faculty and administration members as determined by the Dean or Director. If possible, time will be allotted for the reading of the team report prior to the meeting. The format of this meeting is an oral presentation of the team report by the team leader. Typically, the team leader summarizes the report, discusses the rationale for the accreditation recommendation, and invites comments from team members. This is not a time for debating the recommendation, submitting new data, or discussing the team's judgment. Institutional representatives are encouraged to seek clarification, point out any errors of fact, and suggest stylistic changes for team consideration. The team will decide if it wishes to make any changes in the report.

In the case of a merged NCATE/COA visit, the team findings that apply to NCATE standards may not be shared with the entire faculty of the institution, but may be presented to the Dean or Director privately. The NCATE report is prepared and submitted to the Unit Accreditation Board in accordance with NCATE policy. The

institution prepares its rejoinder as described in NCATE policy. The decision of the NCATE Unit Accreditation Board will be made separately from the decision of the Committee on Accreditation.

The accreditation team report, as it will appear when presented to the Committee on Accreditation for its review and final decision, is sent to the institution and team leader one week prior to the date of the Committee meeting.

Evaluation of Accreditation Process and Personnel

Upon departure from the campus, the CTC/COA Consultant provides the institution with an evaluation instrument that covers all aspects of the visit, ranging from the initial contact through the report presentation. The instrument contains both multiple-choice and open-ended questions, and requests recommendations for improving the accreditation process. To assist in the quality of the Board of Institutional Reviewers, the Dean or Director also receives forms for evaluating each member of the accreditation team. These data will be considered by the Executive Director of the Commission on Teacher Credentialing when decisions are made regarding retention of individuals on the Board of Institutional Reviewers and identification of individuals able to assume the role of Cluster Leader and/or Team Leader. If the institution has concerns about the performance of the CTC/COA Consultant, the Director of the Professional Services Division of the Commission on Teacher Credentialing should be contacted.

E. Appeal Procedures

Introduction

At the end of an accreditation visit, the accreditation team conducts an exit interview with representatives of the institution, at which time the team presents its findings and recommendations in the form of a report to the Committee on Accreditation. The Accreditation Team Report indicates whether each applicable standard is met, includes summary findings and a recommendation to the Committee. The team recommends "Accreditation," or "Accreditation with Stipulations," or "Denial of Accreditation." The team report is then forwarded to the Committee on Accreditation and scheduled to be presented at a COA meeting as soon as possible after the visit.

A two-level appeal process has been developed in the event that the institution or the accreditation team feel that recommendations were made or actions were taken based upon bias, arbitrariness, capriciousness or unfairness, or that the recommendations made or actions taken were contrary to the policies of the *Accreditation Framework* or the procedural guidelines of the Committee on Accreditation (which are set forth in this *Handbook*). The professional judgment of the team or the Committee may not be the subject of an appeal. Further, information related to the quality of credential programs or the institution which was not previously provided to the accreditation team may not be introduced into the appeal process. At the first level, the institution may appeal the accreditation team report or recommendation to the Committee on Accreditation. At the second level, the institution or the accreditation team leader may appeal the decision of the Committee on Accreditation to the Commission on Teacher Credentialing.

The appeal procedures set forth in this section are based on the relevant provisions of the Education Code and the *Accreditation Framework,* which may be found in Attachment D

Procedures

Level One - Appeal to the Committee on Accreditation

1. Within twenty business days after an accreditation visit, the institution may submit specific evidence to the Executive Director of the Commission that the team demonstrated bias or acted arbitrarily or capriciously or contrary to the policies of the *Accreditation Framework* or the procedural guidelines of the Committee (which are set forth in this *Handbook*). Information related to the quality of one or more credential programs or the education unit that was not previously provided to the accreditation team may not be considered by the Committee.

2. The Executive Director determines if the information submitted by the institution responds to the criteria for appeal listed above in paragraph 1. If it does, the Executive Director forwards the appeal to the Committee on Accreditation. If it does not, the institution is notified how the information does not respond to the criteria and is given ten business days to re-submit the appeal to the Executive Director.

3. To hear an institutional appeal, the Co-Chairs of the Committee on Accreditation appoint an Appeal Subcommittee of four members (two from the K-12 sector and two from postsecondary education) to study the Accreditation Team Report, consider the written evidence provided by the institution, study the written response from the team, hear an oral statement by the Team Leader, and hear an oral statement by an institutional representative.

4. The Appeal Subcommittee recommends one of the following actions to the Committee on Accreditation:

   a. Adopt the Team Recommendation.

   b. Make a different decision than the one which was recommended by the Accreditation Team.

   c. Assign a new team to visit the institution and provide a recommendation on its accreditation. (This would happen in the event that the Committee decides that the Accreditation Team or a cluster of the team acted with bias, arbitrariness, capriciousness, unfairness, or committed a violation of the Framework or the Handbook that leaves in doubt the most appropriate decision to be made about the accreditation status of the institution.)

5. The Committee on Accreditation makes an accreditation decision about the institution, on the basis of all evidence that is available and relevant, including the Accreditation Team Report, the written statement by the institution, the written statement by the team, and the recommendation of the Appeal Subcommittee.

6. The Executive Director communicates the Committee's decision to the accreditation team and the affected institution.

Level Two - Appeal to the Commission on Teacher Credentialing

1. Within twenty business days of the Committee on Accreditation decision to deny accreditation or accredit with stipulations, the institution may submit evidence to the Executive Director of the Commission that the decision made by the Committee on Accreditation was arbitrary, capricious, unfair, or contrary to the policies of the *Accreditation Framework* or the procedural guidelines of the Committee (which are set forth in this *Handbook*). Information related to the quality of one or more credential programs or the education unit that was not previously provided to the accreditation team may not be considered by the Commission.

2. Within twenty business days of a Committee on Accreditation decision that differs from the team recommendation, the team leader may file a dissent with the Executive Director of the Commission. The team leader may allege that the Committee did not give appropriate weight to factual evidence that was considered by the team, or that the decision made by the Committee on Accreditation was arbitrary, capricious, unfair, or contrary to the policies of the *Accreditation Framework* or the procedural guidelines of the Committee.

3. The Executive Director determines if the evidence submitted by the institution responds to the criteria for appeal listed above in paragraph 1 or if the dissent filed by the team leader responds to the criteria for dissent listed above in paragraph 2. If it does, the Executive Director forwards the appeal or dissent to the Commission. If it does not, the institution or the team leader is notified how the information does not respond to the criteria and is given ten business days to re-submit the appeal or the dissent to the Executive Director.

4. The appeal or dissent is presented to the Preparation Standards Committee of the Commission.

5. In the case of an institutional appeal to the Commission or a team leader dissent, the Preparation Standards Committee studies the Accreditation Team Report, the written evidence provided by the institution, the written dissent from the team leader, and a written report by the Committee on Accreditation. The Preparation Standards Committee also hears oral statements by an institutional representative, the team leader or a Committee on Accreditation Co-Chair, if any of these individuals request to speak. The Preparation Standards Committee then makes its recommendations to the Commission for final action.

6. In resolving the appeal or dissent, the Commission takes one of the following actions:

   a. Sustain the accreditation decision made by the Committee on Accreditation.

   b. Overturn the accreditation decision and make a different decision than the one which was made by the Committee on Accreditation.

7. The Executive Director communicates the Commission's decision to the Committee on Accreditation, the accreditation team, and the affected institution.

F. Committee on Accreditation Actions

Committee on Accreditation Decision

The formal decision regarding an institution of higher education shall be made at a regularly scheduled meeting of the Committee on Accreditation and duly noted in the agenda in accordance with State of California policies on meetings of public agencies. Any member of the Committee with a conflict of interest, as defined in the state administrative manual, related to an accreditation decision will recuse himself/herself when that agenda item is considered by the Committee. The agenda item will include summary information about the institution and the visit prepared by the CTC/COA Consultant along with the team report. The team leader will be present at the COA meeting to answer questions from the members of the Committee. The institution will be informed of the meeting date and probable time should a representative wish to attend. The order of the COA agenda shall permit institutional representatives to attend the meeting without incurring the costs of an overnight stay. If an appeal has been filed in accordance with COA procedures, an institutional representative will be expected to attend.

The agenda item will be presented by the CTC/COA Consultant who assisted in the preparation and conduct of the visit. The Team Leader will provide additional comments as appropriate. If present, the institutional representative will be invited to comment. Members of the Committee will ask questions and seek clarification if necessary. When ready, a motion will be made and seconded in accordance with the Committee's adopted procedures and a voice vote taken.

Notification Letter

Upon completion of the regularly scheduled Committee on Accreditation meeting, staff will be directed to prepare a notification letter to be sent to the Chancellor or President of the institution summarizing the decision of the Committee with copies to the appropriate Dean or Director. The notification letter will provide information regarding the operational implications of the accreditation decision made by the Committee and the appeal procedures available to the institution.

Chapter Six:
Accreditation Team Member Information

Introduction

This chapter focuses on the individuals who actually conduct accreditation visits and the principles that guide them. The responsibilities of team members are presented along with advice about serving in this critical role. Individuals selected for the Board of Institutional Reviewers will have received specialized training prior to service on an accreditation team. The information presented in this *Handbook* is designed to reinforce that formal training and to provide other interested parties with an understanding of the responsibilities and duties of accreditation team members.

A. Purposes and Responsibilities of Accreditation Teams

Accreditation teams are expected to provide the Committee on Accreditation with information to determine if the colleges and universities of California fulfill adopted standards for the preparation of professional educators. Accreditation teams are expected to focus on issues of quality and effectiveness across the institution as well as within all credential programs. An accreditation team is expected to make its professional recommendation to the Committee on Accreditation on the basis of the preponderance of evidence collected from multiple sources (e.g., document review, *Institutional Self-Study Report*, interviews across several interest groups) during the site visit. Site visits include off-campus programs as well as the main campus. Accreditation teams make judgments based only on evidence collected during the visit, and they value all strands of information equally. Specifically, accreditation teams have the following purposes:

1. To determine if the institution meets the adopted Common Standards of the *Accreditation Framework* and the appropriate standards for each of its credential programs, based on the institution's *Preliminary Report*.

2. To assess the quality and effectiveness of the institution and its programs by: a) reviewing the institution's *Self-Study Report* in light of the adopted standards; b) interviewing credential candidates, program graduates, employers of graduates, field experience supervisors, and program faculty and administrators; and, c) reviewing materials, such as course syllabi, student records, reports of follow-up studies and needs analyses.

3. To identify institutional and program strengths and weaknesses and to make recommendations for improvement for the institution's consideration.

4. To recommend to the Committee on Accreditation either Accreditation, Accreditation with Stipulations, or Denial of Accreditation for the institution and all its credential programs.

B. Responsibilities of Accreditation Team Members

1. Read the *Institutional Self-Study Report*

Sixty weekdays before the visit, each team member will receive a copy of the Institutional Self-Study Report. Depending on the organization of the team, as determined by the CTC/COA Consultant, the team leader, and the institutional coordinator, team members might receive only the portion of the *Institutional Self-Study Report* that covers their particular area of expertise. In responding to each applicable standard, the self-study report should emphasize quality considerations, educational rationales, and thoughtful program analyses. Typically, the *Institutional Self-Study Report* includes, but is not limited to, the following components:

- Letter of Transmittal by President
- Letter of Verification by Dean or Director
- Background of Institution and its Mission and Goals
- Education Unit Mission and Goals
- Significant Changes in Program Since Last Review (This section should include the findings of the previous COA accreditation team visit.)
- Institutional Responses to the Common Standards
- Institutional Responses to Program Standards, Grouped by Program Cluster (Specific standards will vary depending on the *Preliminary Report*.)
- Abbreviated Vitas/Resumes of Faculty, Organized by Program Cluster (including courses taught in past two years)

The *Institutional Self-Study Report* should make reference to documents housed in the exhibit room and should keep appendices to a minimum. The *Report* should be prepared and edited to facilitate readability. Institutions are urged to use graphs, charts, flow diagrams, or methods of displaying information other than narrative text.

2. Participate in All Team Meetings

Members of the accreditation team are expected to arrange their travel so as to arrive at the team's hotel in time for all organizational meetings. Team members are not permitted to schedule any professional or personal activities during the team visit, and should limit telephone calls to those of an emergency nature. Team members are expected to travel together, dine together, and be available for meetings throughout the term of the visit. Team members should plan to work every evening. Finally, team members must not leave the host campus prior to the presentation of the team's report at the Report Presentation. Any exceptions must be discussed with the CTC/COA Consultant or the Team Leader ahead of time. Accreditation teams work on a consensus basis. Team members are expected to participate in meetings in that spirit.

3. Conduct All Assigned Interviews

Team members will be assigned to a series of interviews by the Cluster Leader or Team Leader. Team members should review the interview schedule and make adjustments to it based on review by the Cluster Group. Under no circumstances is a team member permitted to cancel a scheduled interview or to miss a scheduled appointment. The institution being accredited has gone to substantial effort to produce the requisite number of interviewees, and team members must respect that effort by conducting the interview as scheduled. Any unusual events or problems regarding the interviews should be discussed with the team leader or the CTC/COA Consultant.

4. Review Appropriate Supporting Documentation

Team members will be assigned time to review documents and materials in the exhibit or document room in accordance with the prepared interview schedule. Team members are expected to review all materials referenced in the *Institutional Self-Study Report* first and then review other materials during scheduled document review times. All supporting documentation is the property of the institution and may not be removed from the campus by team members. Team members may, at the conclusion of the visit, request copies of materials or make purchases as indicated by the host institution. Since the accreditation process calls for a recommendation based on a balanced review of all available information, team members should ensure that they are as familiar with the supporting documentation as they are with the interview data.

C. Roles of Accreditation Team Members

1. Team Leader

The Team Leader is in charge of the accreditation team and is responsible for working with the CTC/COA Consultant and the institutional contact person to make decision about the *Preliminary Report*,, to work with the CTC/COA Consultant on team structure and the interview schedule, and represents the Committee on Accreditation while on campus. The Team Leader handles all team meetings once the visit has begun, chairs the Mid-Visit Status Report for the accreditation team, makes the writing assignments for the team, chairs the team's accreditation decision-making process, oversees the preparation of the team's report, and chairs the Report Presentation. The Team Leader is charged with handling any problems that might occur during the visit, in cooperation with the CTC/COA Consultant. The Team Leader will have leadership experience in educational settings and will have substantial knowledge and experience in qualitative evaluation procedures and accreditation processes.

2. Cluster Leader

The Cluster Leader is charged with the responsibility of managing the review of a set of related credential programs or Common Standards. The Cluster Leader works with the Team Leader to ensure that the cluster conducts all interviews, examines all relevant documents, and makes determinations about all standards selected for the credential programs in the cluster. The Cluster Leader for a set of credential programs is also charged with conferring with the Common Standards cluster leader about issues or concerns that might affect the findings on the Common Standards. The Cluster Leader also apprises the Team Leader of areas of concern or areas where more information is needed in preparation for the Mid-Visit Status Report. Cluster Leaders will have substantial experience with the credential area being reviewed and will have experience with general qualitative review procedures.

3. Cluster Members

Cluster members are charged with the task of reviewing a set of related credential programs and making decisions about the selected standards that are being used to evaluate those programs. They participate in making a recommendation to the Committee on Accreditation about the accreditation of the institution and its credential programs. Cluster members are expected to conduct all interviews, review all documents referenced in the *Institutional Self-Study Report*, familiarize themselves with the other supporting documentation, and participate fully in all cluster and team meetings. All Cluster members have writing responsibilities during the visit. Cluster members have knowledge and experience in the credential area they are reviewing.

D. Preparation for an Accreditation Visit

1. The Team Leader should contact all cluster leaders to ensure they have received all materials and to determine if they have any questions about the visit. Cluster Leaders should contact Cluster Members to ensure they have received all materials and to determine if they have any questions. Cluster Members should contact their Cluster Leader if they have questions or do not receive their materials 60 weekdays prior to the scheduled visit.

2. Team members should read their documents carefully, making notations where they have questions or concerns or require clarification. Team members should begin to write interview questions based on their reading of the *Self-Study Report*.

3. Team members will receive instructions from the CTC/COA Consultant regarding their travel plans. Team members should make those arrangements quickly, following the guidelines on arrival and departure times noted above.

4. Dress on an accreditation visit is professional. Team members should also bring casual clothes for evening team meetings. Most hotels now have

exercise areas, so those who wish to exercise should bring appropriate clothes.

5. Although personal and professional telephone calls should be kept to an absolute minimum, team members should leave the hotel telephone number and the campus telephone number so they can be contacted in an emergency.

6. If a team member has allergies, particular housing needs, or other special needs, the CTC/COA Consultant should be contacted as soon as possible so alternate arrangements, if possible, can be made.

E. Conflict of Interest, Professional Behavior, and Ethical Guidelines

1. Conflict of Interest

The Committee on Accreditation will not appoint a team member to an accreditation team if that person has had any official prior relationship with the institution. This can include, but is not limited to, employment, application for employment, enrollment, application for admission or any of these involving a spouse or family member. Moreover, team members have a responsibility to acknowledge any reason that would make it difficult for them to render a fair, impartial, professional judgment. The list of team members is sent to the institution prior to the visit. If the institution does believe one or more team members may have a conflict of interest, the CTC/COA Consultant should be notified as soon as possible. The institution may subsequently file an appeal with the Committee on Accreditation if it believes a conflict of interest exists for a team member. The Director of the Professional Services Division of the Commission on Teacher Credentialing will not assign a CTC/COA Consultant to an institution if the consultant has been employed by that institution, applied for employment to that institution, been and enrolled student at the institution, or otherwise had a prior relationship that would adversely affect the visit. Finally, members of the Committee on Accreditation are required to recuse themselves if they have any connections to an institution that is before them for an accreditation decision.

2. Professional Behavior

Team members are expected to act professionally at all times. Intemperate language, accusatory questions, hostile behavior, or other actions or deeds that would detract from the quality of the accreditation visit are not permitted. Any such conduct will bring a reprimand from the Team Leader and possible disqualification from the Board of Institutional Reviewers. As representatives of the Committee on Accreditation, team members and the CTC/COA Consultant are expected to comport themselves with dignity, cordiality, and politeness at all times. Institutions will evaluate the performance and conduct of all team members and these evaluation will be used to determine which individuals continue as members of the Board of Institutional Reviewers.

3. Ethical Guidelines

The Committee on Accreditation requires all team members to adhere to the highest standard of ethics during a team visit. Interviews are to be held in strict confidence. Team sessions are also confidential and are not be shared with non-team members. On the other hand, the presentation of the Mid-Status Report and the presentation of the Final Team Report and Exit Interview must be public and open. The meetings of the Committee on Accreditation must follow all public meeting laws.

F. Accreditation Team Member Advice

For information on the role and responsibilities of a Team Leader, please see Chapter 7, Effective Team Leadership.

On Being A Cluster Leader

The role of a cluster leader is similar to that of the team leader but of a more focused nature in that the cluster leader is responsible for the review of a specific set of related credential programs or the Common Standards. The cluster leader is typically an experienced accreditation team member with expertise in the credential area assigned to the cluster. A cluster leader may have responsibility for a set of closely related credentials (e.g., Multiple and Single Subject Credentials) or may be asked to lead a cluster that is responsible for a broad array of related credentials (e.g., all service credential programs offered by the institution). The cluster leader is responsible for the following:

- ensuring that all cluster members have read the *Institutional Self-Study Report* for the assigned programs;
- reviewing the interview schedule for the assigned programs to ensure full and appropriate coverage;
- assigning cluster members to appropriate interviews;
- chairing all meetings of the cluster group;
- conferring with the team leader and/or CTC/COA Consultant about any problems;
- sharing concerns and issues across cluster groups as appropriate;
- providing information to the team leader for the Mid-Visit Report;
- maintaining the standards checklist for the cluster to ensure that all relevant program standards are reviewed;
- chairing the standards decision-making sessions for the cluster;
- chairing the report writing sessions for the cluster;
- completing the cluster member evaluation forms; and
- collecting all evaluation forms, interview materials, and expense claim forms and delivering them to the CTC/COA Consultant.

On Being an Effective Team Member

California law requires the Committee on Accreditation to ensure that all professional programs of educator preparation meet the statutory requirements in law and adhere to standards of quality that have been established by the Commission. The process for

meeting these obligations includes periodic campus visits by teams of people who are drawn from the ranks of classroom teachers, higher educators, school administrators, and school board members. The colleges and universities in the state have been placed on a five to seven year cycle of visits. Annually, then, the Committee on Accreditation staff arranges reviews of approximately 12-13 institutions.

The task of the team is to make a professional judgment about the effectiveness and quality of the institution and its professional preparation programs according to the adopted standards of the Commission on Teacher Credentialing or equivalent standards as determined by the Committee on Accreditation. The team begins its work by carefully reading the *Institutional Self-Study Report* prepared by the institution's faculty. The team then conducts site interviews with a wide variety of individuals involved in the program including faculty and administrators, students, graduates, supervising teachers, cooperating school administrators, employers of graduates, and advisory board members. Additionally, the team reviews documents and institutional records provided to them. From this evidence, the team makes an overall recommendation about the accreditation status of the institution, specific comments on all standards, particularly those not fully met, and general comments about each credential program's strengths and weaknesses as well as ideas for institutional consideration that emerged from the team visit. This recommendation of a group of fellow professionals, the final Team Accreditation Report, is transmitted to the Committee on Accreditation for official action and may require the institution to take corrective action in order to remain an accredited institution under California law.

Given the critical importance of this process to both the institutions being visited and the State of California, all team members are expected to conduct themselves in a professional manner and adhere to the task at hand. What follows are a series of suggestions for being an effective team member.

Before The Visit

1. You will receive the institutional self-study document before the visit. While CTC/COA staff tries to ensure that you get your copy 60 weekdays before the visit, delays do occur. Please try to control your schedule so that you have read the document thoroughly **BEFORE** you arrive at the initial team meeting. It is best to have read the document once for over-all understanding and at least a second time with pencil in hand, taking notes in the margins or on a separate piece of paper regarding questions you have or items of clarification you need.

2. The self-study document represents the institution's statement of how its credential programs meet each standard. Specific statements on the policies, procedures, and curriculum of the programs should be evident. References to material available elsewhere should also be clear. Review the standards before reading the document and remember that you are to assess the institution and its programs only in light of these standards. As you read the document, try to frame questions you would ask various groups of people (students, graduates, faculty). Decide what questions you will ask them i.e., policies, procedures, curriculum, and normal practices. If items are unclear, make notes for later questions for the program administrator or faculty. Be sure to share these concerns with your cluster leader. Make an overall assessment of the documents as an accurate depiction of the programs. For example, could you describe these programs to someone else on the basis of the document or are

there missing pieces about which you want more information? These ideas should be jotted down so you can share them with other team members.

During the Visit

3.   Be prepared to discuss the *Institutional Self-Study Report* at the first meeting of your team and cluster group. The cluster leader should help you organize your questions and focus them to ensure you obtain useful responses. Listen to your fellow team members to see if there are common questions about the report and its usefulness. Be willing to express your own views. While common concerns will generate common questions, differences among the team members in assessing the institutional report may also produce useful questions for the interviews.

4.   During the organizational meeting, expect to review and discuss the definitions of standards, questions, concepts of quality and effectiveness, and examples of standards judged to be met minimally, or fully met found in this handbook. This should reduce later confusion and help your team develop a common "yardstick."

5.   Do not set your views in concrete. The document serves as a "jumping off point" for the interviews to come. Hold your final judgment until you have accumulated information from all information sources concerned with these professional preparation programs. Remember to avoid imposing your own biases on the program. The COA is interested in **beginning** teacher/educator competence, and does not expect credential candidates to possess the skills and knowledge of veteran teachers.

6.   Be sure to check periodically with other team members about variations in responses you are getting. Try to use follow-up questions to pursue those variations and put questions about such issues early in your interviews. Take objective notes and summarize them periodically during the day.

7.   Do not schedule any personal business during a visit. There is no time allocated for it and you will cause significant problems for other team members if you are not fully available from the beginning of the visit until the end.

8.   Plan to have most of your meals as a team. If your personal habits are at variance with other team members (i.e., you arise at 5 a.m.) try to develop a compromise so that you have maximum time to discuss team concerns. Travel to and from the site together, if possible, so that you can check your perceptions with other team members.

9.   You will need to work every evening of the visit. Work with your cluster leader on a plan for handling evening meals and scheduling work sessions. The night of the last day of interviews is a critical time. You should return to the work area early that evening prepared to review your findings, make decisions about standards, and, possibly, begin the writing process. This is **not** the night to plan a multi-course gourmet meal.

Writing the Report

10. Before writing the report, you and your cluster group will discuss each standard and make a consensus determination using one of three available categories: Met, Met Minimally (either Quantitatively or Qualitatively), or Not Met. It is critical that your assessment take into account the evidence you accumulated and only the evidence. The fact that you have evidence from a number of people from various sources (students, faculty, supervising teachers, employers, graduates, and documents) is important in making your final decision. Be certain you have a copy of the standards with you to refresh your memory. If your group decides that a standard is not met or is met only minimally, you must be able to document what evidence led your group to that judgment.

    Since groups are expected to use a consensus model in making their decisions, group members should strive to be mutually supportive. Respect the viewpoint of other members and focus on the information that you all gathered. This is not a "cut and dried" process; rather, it requires you to make holistic assessments based on the overall weight of the evidence.

11. If you are asked to write sections of the report, use simple sentences, active verbs, and clearly defined subjects. Be sure to reference the evidence your cluster collected during its interviews and document reviews. No one expects great literature; basic declarative prose is perfectly acceptable. You can help the Committee on Accreditation and the institution by being specific about the group's judgments of program quality, strengths or deficiencies, and suggestions for improvement. Your cluster leader may edit the final draft of your report section for clarity, smoothness, and uniformity.

12. The overall determination and recommendation of the team is contained in the final Accreditation Report, which is written after the team has discussed all the standards. Teams have significant leeway at this point to decide what constitutes Accreditation, Accreditation with Stipulations, and Denial of Accreditation. *The key element is whether the students completing the programs at this institution will be effective **beginning** classroom teachers/educators in contemporary schools.*

13. You are not required to solve the problems you find. Your job is to make professional judgments about the standards. The section of the report on Observations for Institutional Considerations can be a place to put ideas generated from the interviews, concerns that do not fit elsewhere in the report, and overall assessments that emerged from the visit.

14. A Report Presentation will be conducted with representatives of the institution to communicate the team's findings and clarify any areas in question. You should be prepared to discuss the team's findings and recommendations. It is possible that emotions may be elevated so your comments should be carefully considered, positive, and professional. Your team leader will lead the meeting and should set the tone for it.

15. Your final tasks before departure include filling out expense forms and evaluation forms. These are necessary and helpful so your prompt attention to these items is appreciated. Your interview notes will be saved in the unlikely event there is an appeal of the recommendation you have made. Be sure to give all forms and notes to your team leader before leaving the site. The team leader

will represent you at any hearings, but you are invited to participate if your personal schedule permits.

16. The Commission on Teacher Credentialing follows state administrative guidelines for reimbursing individuals. The Commission will purchase an airline ticket for you if needed or will pay mileage at state rates. The agency will pay directly for your base hotel bill. In addition, the Commission will pay per diem expenses for meals and incidentals in accordance with state policy. The Consultant assigned to your accreditation team will review the details with you. Any expenses beyond ones specified in state regulations will not be covered. If your district requires a substitute for you, the Commission will pay for that substitute when billed by the district.

Final Note

The accreditation team's responsibilities and workload may seem overwhelming when put into print. The collective experiences of hundreds of professional educators like you suggest that participation in a COA accreditation visit is one of the best professional development activities you can pursue. Working with fellow educators on a matter of signal importance which will improve the profession is a marvelous way to spend several days. The team approach provides both camaraderie and support as you make your decisions. The CTC/COA Consultant will be on hand to provide additional assistance. You will expand your knowledge base, make new friends, and return to your regular post invigorated by the experience.

Chapter Seven:
Effective Team Leadership

Introduction

The role of a team leader during a COA accreditation visit to an institution of postsecondary education is complex and challenging. You are expected to help your team members make full use of their interview and document review time; conduct the pre-visit planning meetings, the Mid-visit Status Report meeting, the Final Team Report Presentation, and lead all deliberations and writing tasks of the team. Additionally, you serve as the representative of the Committee on Accreditation, conduct your own interviews, and participate in other key activities of the visit.

To function effectively as a team leader, you will need to be completely familiar with the COA Common Standards and the current COA procedures for accreditation visits. In addition, you must be knowledgeable about facilitating group work and handling complex decision-making. The overall effectiveness of the accreditation process and the value it has for California institutions depends, in part, on the preparations you make and the professionalism you bring to this critical task. The material that follows has been gathered from the collective experiences of other accreditation team leaders and provides some insights into serving as a COA Team Leader. The narrative portions give general notions of a team leader's role and the last section gives a task analysis of a full visit.

A. Building a Professional Team

Since some members of your team may not be as familiar with higher education issues and professional preparation programs as others, you will need to ensure that all team members understand the contextual issues of the particular visit (e.g., institutional cultures and structures, recent changes in leadership, budget or enrollment problems), have all jargon explained (e.g., reflective practitioner, critical theory), and shape the group discussions so that all members have opportunities to participate fully in making team decisions. In addition, much of your time is spent in close proximity with fellow team members, working on complex issues, and extends beyond the normal work day. As team leader, you need to set a positive, professional, and productive tone to ensure that your team works harmoniously and effectively within the COA framework for institutional accreditation.

The faculty, administration, and staff of the institution being evaluated also require careful attention and professional consideration. The actual team visit is the culmination of years and months of work and worry by the institution. Professional reputations and positions may be affected by the team's recommendations. While you cannot allow your team members to be influenced by such considerations, it is equally true that you need to help your team acknowledge the legitimacy of the institution's sense of concern and anxiety. Your role is to provide a model of professional demeanor for your team. Your team must also not impose its view of educator preparation on the institution it is accrediting. The concept of standards of program quality clearly encourages institutions to create programs of diverse structure and curriculum. Team members must set aside biases and preferences that

derive from their own professional backgrounds. They must allow the evidence to lead the decision-making.

B. Deciding on the Standards

While much of your role as team leader is to ensure that the team completes its assigned tasks while following COA regulations, the key role is helping the team members arrive at a defensible decision regarding each of the institutionally selected standards and the overall recommendation about the institution. Since this is a holistic professional judgment, you will need to conduct your meetings in a manner that fosters open discussion, attention to the evidence, adherence to the language of the standards, and a balance between the realities of human organizations and the need for maintaining standards. It is useful to think about a triangulation concept wherein the team obtains information about the standards from multiple sources including diverse interviewees and documents. When repeated testimony is received from two or more sources or two or more team members get similar responses from different interviewees, those standards should receive greater attention in later interviews. In all cases, standards that may be judged as not met or met minimally require careful attention and assurance that sufficient evidence from enough sources and constituencies has been gathered to support such a statement. Standards judged as met should also have statements attached which identify the evidence used in making the judgment.

It is critical that you be familiar with the institutionally selected standards, especially the Common Standards, and that you have reviewed the available information on the intended meaning of minimally met standards. As your team reviews its evidence, you should help them ensure that they have weighed all the evidence. Factual information about elements of intentionality (is the absence of an item deliberate or accidental?); institutionalization of activity (was this done just for the COA visit?), recency (how long has this been in place?), and institutional politics (is the program affected by larger institutional problems?) are important at arriving at these decisions. You should use your expertise as a check against your team's decisions. The most difficult decisions will be those where there is evidence on both sides or where team members are influenced by affective elements. You will need to blend patience with leadership to bring your team to a consensus decision. Remember that the preponderance of the evidence regarding a standard can be sufficient for a decision. The information on making a decision and making a final recommendation may be helpful to you and your team as you begin the report writing process.

The process for arriving at a consensus recommendation regarding institutional accreditation follows the standard decision-making process, it but requires you and the team to operate at a higher level of generality and to account for larger amounts of information. Here, too, the focus should be on matters of quality and effectiveness of the institution and all of its credential programs. You should seek to lead the entire team through joint discussions about the overall weight of the accumulated evidence, balancing strengths and concerns. This will require your understanding of the three options open to a team under the *Accreditation Framework*. The key element is to make clear to the Committee on Accreditation what the team's collective judgment is regarding the overall quality and effectiveness of the institution and all of its credential programs when viewed as a whole.

C. Report Writing

Your role in the writing of the team report should be that of editor as much as author. That is, as team leader, you need to ensure that the report is a defensible document that fairly addresses the standards and provides the Committee on Accreditation and the institution with clear evidence for the final recommendation. Focusing the team's statements on the combined evidence collected by the team, while avoiding charged language helps all readers in understanding the basis for the decisions on standards, makes clear the basis of the institutional recommendation, and helps institutions in making corrections if needed. It is also important to use the section on Observations for Institutional Consideration as a means of speaking directly to the institution, its programs, and its faculty and as a means for the team to share the insights they may have developed. Pieces of information gathered that are useful but which do not fit into the report format can be inserted here.

Try to help your team make best use of its time by encouraging plain writing rather than artful prose. Use of action verbs, simple sentences, and focused commentary will help the composition process. You may need to step in during discussions to re-focus the debate, override perseveration, or call a break in the action. Once the draft document is completed, you may wish to do a light edit to gain clarity and consistency, but you cannot make substantive changes in the language without team approval.

D. Final Team Report Meeting

Your final responsibility is to chair the final team report presentation. You will have set, with the CTC/COA Consultant, the time and place of the meeting and discussed an agenda for it. Sufficient copies of the team's report will be available for all team members and institutional representatives. The institutional representatives will have had time to read your team's report. To help the meeting go well, remember:

1. Set the tone of the meeting as positive as possible and orient it toward improving the quality of educator preparation.
2. Thank the institution's faculty and any individuals who have made your stay welcome.
3. Review for the institution the steps your team took to arrive at its determination. Note the number and types of interviews conducted and documents perused.
4. Give a generalized statement about the relative strengths and weaknesses of the institution and its programs and then focus on the institutional recommendation.
5. If time permits, you may wish to discuss the program standards that are not met, or met minimally.
6. Ask your team members if they have anything to add to your comments or any other statements they might like to make.
7. Solicit questions or concerns from the institution and respond as appropriate.

Since the institution had an opportunity to hear your in-process concerns at the Mid-Visit Status Report, new evidence should not be submitted at this meeting. The institution may wish to argue with the team's assessment, but if you have based your decision on the evidence received from faculty, students, graduates, and other constituencies, such arguments need not be answered. It is more likely that there

will be questions about potential solutions. In the unlikely event that your report provokes strong emotions or you are pressed to re-consider, be prepared to respond pleasantly but firmly regarding COA policies on appeals. Call upon the CTC/COA Consultant if you need assistance.

E. Team Leader Task Analysis

Your specific duties before, during, and after the team visit are:

Before the Visit:

1. Contact all your team members before the visit to ensure that they have received all necessary documents;
2. If known, review the proposed interview schedule and note any changes desired or concerns expressed. Relay these to the CTC/COA Consultant as soon as possible.

During the Visit - Day One (afternoon/evening):

1. Conduct the team orientation on the afternoon of the campus visit which includes:

    a. review the proposed interview schedule, note any changes with your team and tell the campus and consultant;
    b. make individual team assignments for entire visit including interviews, site visits, and document reviews. Be certain team members vary their assignments to ensure fairness;
    c. set up the team meetings during the visit and get agreement on transportation arrangements, meals, working times, and other housekeeping details;
    d. remind team members of professional responsibilities associated with this task, especially setting aside biases and ensuring confidentiality;
    e. provide additional explanations to first-time team members

2. Act as liaison with the CTC/COA Consultant and keep him/her informed as to the team's plans;
3. Review the institution's documents with the team and identify areas of program strength and weakness on the basis of the standards and possible questions for interviews;
4. Identify any requested information that team members may want and communicate it to CTC/COA Consultant; and
5. Review any contextual issues regarding campus or community circumstances that might impinge on the work of the team and confer with cluster leaders regarding initial impressions.

Day Two - First Full Day:

6. Identify key questions for each group to be interviewed in relation to the critical standards and the Self-Study Report. Be certain that all cluster members work with all relevant standards at some time during the interview phase.
7. Remind team members to keep detailed notes on who is interviewed and what documents have been reviewed.

8. Monitor the work of your cluster leaders and ensure that every constituency gets interviewed on the first full day. Confer with your cluster leaders at lunch and again at dinner for areas of concern and/or agreement.
9. In the evening, confer with the entire team regarding common concerns.

Day Three

10. Prepare for and conduct the Mid-Visit Status Report. Be forthright with the institution about the team's perceptions and concerns. Foster a positive tone for the meeting and ask for clarification and information where needed by your team.
11. Report back to the team on the outcome of the meeting. and alter the interview schedules or other data review as needed.
12. Remind team members to keep summary notes on who is interviewed and what documents have been reviewed.
13. Ensure that all faculty and key staff have been interviewed.

Day Three - Afternoon/Evening

14. Review COA policy on accreditation recommendations before beginning decision-making.
15. Conduct the team report writing session including standard reviews and the accreditation recommendation with rationale using consensus model.
16. Assign writing tasks by team preference, but ensure that a complete document is ready by the morning of Day Four;
17. Review the team findings with the CTC/COA Consultant before the report is typed;

Day Four - Morning:

18. Continue writing activities with team as needed; prepare for presentation of final report.
19. Chair the team meeting to make final recommendation on the accreditation status of the institution.
20. Check final draft of the report.
21. Complete team member evaluation forms and give them to the CTC/COA Consultant.

Day Four - Afternoon:

22. Chair the final team report presentation.

After the Visit:

23. Write thank you letters to your team members for their files (recommended, but not required).
24. Make notes on the visit for future reference.
25. Be prepared to present the team report to the Committee on Accreditation when it is scheduled.

Chapter Eight:
Data Collection Techniques

Introduction

This chapter provides reminders to team members with about useful techniques to use in collecting data during an accreditation visit. Specific elements of the formal training program focus on various modes of data collection. This chapter highlights these elements for team members and provides other interested parties with an overview of the team member training presented to on this topic.

A. Reading and Analyzing Documents

The initial data collection task that faces team members is the reading and analyzing of the Institutional Self-Study Report. This is often followed by an examination and review of many institutional documents referenced in the self-study report. During the course of the accreditation visit, team members are called upon to make critical judgments about many types of documents, papers, and forms. There are some techniques that may assist this critical, but often arduous task.

1. Highlight Who, What, When, Where

In assuring that the institution or program meets the relevant standards, it is important for the reader to identify who initiates, completes, or verifies required tasks. This can lead to asking the right person the correct questions. Once the key players have been identified, it is important to identify the actual tasks to be accomplished according to the claims made by the institution or program in its self-study report. If a standard is met through a specific activity, the "what" should be noted or underlined in the self-study report so that verification can be done later. Additionally, the "when and where" questions should be posed and answers noted from the self-study report if such issues are important to assuring that a particular standard is met.

2. Determine Relationships

After reading through the self-study report, it can be helpful to draw a rough chart or graph of the program or institution in terms of professional relationships and duties. Finding or creating an organizational chart can be helpful in learning how the institution or program puts itself together.

3. Note Key Forms

Most programs operate through a system of forms or documents that show progress through the program or institution, verification of accomplished knowledge or skill, or other legal or bureaucratic steps completed. Becoming familiar with those forms and seeking them out once on campus can provide high-value data in a short time.

4. Look for Formulas

Many institutions and program operate under formulas, which determine such things as class size, supervisory ratios, admissions, and other standard operations. Finding these in the self-study report and checking on them once on campus can be helpful.

5. Note Generalizations and Other Vague Language

The responses to the standards should be clear and concise. If you find language that is unclear or statements that make claims apparently unsupported, be certain to note them and ask early about them. It may merely be unclear language; it can also point to possible areas of weakness.

6. All Claims are Verifiable

If an institution or program makes a claim in its self-study, it must be able to verify that claim through documentation or interviews. You should ask for the evidence noted in the self-study report and if claims are made that are not referenced in some way, you should ask about them as soon as possible. Many self-study report, make reference to specific documents and forms; be certain that a member from your cluster has checked that these claims are accurate.

7. Respect Institutional Mission and Goals

Institutions and their programs are permitted to meet not only a variety of standards, but also meet them in their own way. There is no one best way of preparing educators. Your task is to ensure that the institution or program is meeting the standards is says it is meeting and that the institution or program is providing a quality educational experience. The exact means to this common end will, and should, vary. It may not be to your taste; such variances are perfectly permissible.

8. "Steak, not Sizzle"

Sometimes, documents look well prepared because they are fancy or reflect high quality presentation skills. Your task is to look beyond the cover and examine the content. Lots of "bells and whistles" do not always reflect high quality.

9. "The Dog that Didn't Bark"

In some cases, omission in the *Self-Study Report* can reveal a great deal about the institution or program. As you review documents, ask yourself what is not being presented, what is in the background? Familiarity with the credential area can be a great help here. Noted omissions should not lead you to make assumptions about institutional or program quality, but they may help sharpen your further reviews and help pose some questions.

10. Follow the Candidate

Try to understand what the program looks like from the perspective of a student entering it. What activities, what documents, what experiences are provided to the student or asked of the student? Developing a mini-case study of one mythical student can help make the program more accessible to you.

B. Interview Techniques

A critical method of obtaining sufficient data to make a determination of institutional and program quality and effectiveness is through interviewing many people with direct knowledge of the institution or program. Sufficient numbers of people from all the major constituencies related to the institution or program (faculty and administration from the institution, students in the programs, cooperating master teachers and school administrators, graduates of the programs and their employers, and advisory groups to the programs) must be interviewed carefully about their perceptions of the institution and its programs in relation to the selected standards of quality. Since your time is limited, honing your interviewing skills to make maximum use of the time available is very important. The information that follows is intended to help you improve your interviewing and enable you complete your task. Remember, an interview is simply a "purposeful conversation with two or more people directed by one in order to get information."

Accreditation review interviews are usually semi-structured. You do not have sufficient time for a true, open-ended interview and your groups vary enough in background and knowledge level that a structured interview is not appropriate. You should have some prepared questions in mind based on your team discussions and the constituency of the person you are interviewing. Depending on the initial responses, you may vary your follow-up questions significantly.

Interview materials are included in this handbook to aid in the organization of interview questions and notes. All team members are required to keep a detailed record of interviews with all individuals contacted, materials reviewed, and the findings that result from the process. The CTC/COA Consultant collects all interview materials from you at the end of the visit and retains them in case there is an appeal to the Committee on Accreditation.

1. Introduce Yourself

Identify yourself as a member of the Accreditation Team for the California Committee on Accreditation and give your name and your own institutional affiliation.

2. Explain Why You Are Interviewing Each Person

Explain the purpose of the interview and the types of questions you will ask (the questions may vary somewhat depending on the constituency you are interviewing). For instance, when interviewing master teachers, you might tell them, "I am here to ask you some questions about the preparation of student teachers you have worked with from _____ College/University."

3. Reduce Anxiety

Some subjects will be anxious and a few may be reluctant to say much. Do be gracious and take a moment to ease into your questions by asking some general questions. This also helps you understand the proper context for the responses.

4. Ask Questions Related to Program Standards

It is important to ask questions that will help the team determine if specific standards are met. Team members should use elements of the standards and 'factors to consider' as the basis for their questions. *Focus your questions on standards the interviewee is likely to know about. For example, questions about Category V are most appropriate for supervising teachers, graduates of the program and their employers, while the program administrator should be a primary respondent to questions on Category I.*

5. Avoid Questions That Can Be Answered "Yes" or "No"

Some simple factual questions may need to be asked. However, if you ask Yes/No type questions, you generally have provided the information rather than requested it.

6. Pursue Questions Until You Are Sure They Are Answered

Listen to the answer. If you are not satisfied with the answer, pursue the matter further. Most answers will require an elaboration or need clarification. Ask for specific examples of incidents or situations. Your follow-up questions should focus on clarifying, amplifying, or verifying initial responses. Remember that not all interviews will yield the same amount of information. Some people do have more knowledge of an institution or its programs than others.

7. Relate Interpretative Comments to Specific Standards

Answers are often interpretative rather than factual. Verify that the answer relates to specific program standards. *Avoid accepting hearsay statements or comments that are overly vague.* Remember you will talk to people with "axes to grind." Do not allow individuals with personal issues to take up your time.

8. Take Notes

Don't trust your memory. Make careful notes. This becomes particularly important when conflicting responses are received by several team members. Document the number or responses on a specific item to identify patterns of evidence on a particular standard.

9. Cross-Check Information

It is necessary to get information from a variety of sources, such as master teachers, public school administrators, student teaching supervisors, student teachers and graduates, and employers of graduates and then cross-check the validity of the information.

10. Be Aware of Time - Adhere to a Time Schedule

It is up to each team member to control the time allotted for interviews. Interviews are generally scheduled for 20 minutes. Try to keep the interviews within the allotted time frame.

It is important that all team members honor the schedule prepared by the institution. It usually represents many hours of work. If there is a need to eliminate or re-arrange some interviews, be sure to discuss this with the team leader and the consultant. In all cases, the cancellation of any interviews needs to be done with caution and discussion with institution officials.

11. Do Not Accept Unsupported Conclusions

Be sure that sufficient information is gathered to substantiate any conclusions. Lines of evidence are critical *and should be referenced and substantiated in the team report.*

12. Maintain a Professional Perspective

It is important that your skills and experience focus directly on the gathering of data and the analysis of how the program meets the particular standards or guidelines. Be as objective as possible at all times.

13. Ask a Wrap-up Question

Most interviewees will have thought about this interview in advance and may have issues they want to mention. Invite them to do so at the end of the interview to ensure that you have gotten all the information you can.

14. Use Stimulated Recall

A good technique for improving responses is to use materials like the handbook with interviewees (e.g., students or master teachers) and ask questions related to its contents. Another method is to ask the person to remember a particular time in the program to sharpen their responses and enable them to be specific.

15. Assure Confidentiality

Be certain that you inform your interviewee that any information shared will be kept strictly confidential and that only aggregate data will be reported to the institution. This is particularly important with students in the program and, often, with program faculty.

Interview   Forms

Lined   Form

This form will help you record systematic information about each interview.   You a r e encouraged to take time before the interview to plan the primary standards y o u intend to address in the interview.   You should note those standards at the top of t h e form. You may also wish to write out specific questions that you plan to ask. In t h e left margin of the form, you should code the information according to the number o f the standard.   This coding, and the accurate recording of information, will help l a t e r when writing the final report.

Boxed   Form

This form will help you record systematic information about each interview.   You a r e encouraged to take time before the interview to plan the primary standards y o u intend to address in the interview.   You should note those standards at the top of t h e form.   You are encouraged to write out specific questions which you plan to a s k . Throughout your written comments, you should code the information according to the number of the standard.   You may do this by writing the code number above y o u r comments and circling it. This coding, and the accurate recording of information , will help later when the team is writing the final report.

COMMITTEE ON ACCREDITATION
ACCREDITATION TEAM - INTERVIEW FORM

Cluster/Program: _____ **Date:** _____.

Interviewee: _____ **Constituency:** _____.

Primary Standards to be Addressed:

STD. #	COMMENTS

COMMITTEE ON ACCREDITATION
ACCREDITATION TEAM - INTERVIEW FORM

Cluster/Program: _____   Date: _____

Interviewee: _____   Constituency: _____

Primary Standards to be Addressed:

Planned Questions:

Comments:

D. Accreditation Team Report Writing Techniques

Before the team writes its final report, the cluster members must review each applicable standard and make a decision about whether the preponderance of the collected evidence indicates that the standard is met. The following information provides a reminder for team members about the process for making these complex, qualitative judgments in a manner that is fair, impartial, and rigorous.

Making Decisions About Standards

Once cluster groups have completed the interview schedule, examined all available documents, and amassed as much information as possible, it is time for the complex process of making sense out of the data and arriving at defensible decisions about each standard. While the Committee on Accreditation has developed statements about what constitutes a Standard as Met, Met Minimally: Quantitative Concerns, Met Minimally: Qualitative Concerns, and Not Met, it is the professional judgment of the cluster members that will determine whether the collected data lead to one of those possible categories. To help cluster members in their deliberations, a few ideas drawn from the research literature on qualitative data analysis are presented. These ideas are by no means an exhaustive list, but such information may be useful to the team as it begins the process of making decisions.

"When we make a generalization, we amass a swarm of particulars and decide which particulars are there more often, matter more than others, go together, and so on." (Miles & Huberman).

1. Look for Patterns/Themes

Human beings are pattern-making beings. We seek connections, create groupings of similar things, thereby creating understandable frameworks. As a team member listening to numerous interviews, reviewing many documents, and talking with other team members about their interviews and document notes, you will probably have some patterns or themes in mind. You need to be certain these are real patterns and that you have accounted for disconfirming evidence. You may want to ask questions like:

"What were the most common problems mentioned?"
"What phrases or words were used across most interviews?"

2. Cluster Responses by Constituency or by Standard.

As you look at each constituency, are there common concerns, strengths, weaknesses mentioned. You might rank order them by rough frequency to get a measure of the "weight" of such issues. Alternatively, you might want to look at each Standard to see how responses cluster.

3 . Use Metaphorical/Analogical Thinking

Some people find creating metaphors to be a useful way to bring general impressions into focus. This should be done only at the end of the line so as not to cloud later data collection. A possible question is:

"If I had two words to describe this program's attention to Standards 5 and 19, it would be _____ and _____."

Hearing metaphors from other team members and talking about them can be helpful in coalescing one's thoughts. Care needs to be taken as all metaphors are false at some level of analysis. Nonetheless, they can help crystallize our sense of a program or standard.

4 . Build a Logical Chain of Evidence

Team members often find that several constituencies independently report similar observations and reactions . For example, graduates, employers, and master teachers report poor performance on unit planning abilities. Suppose that you have verified those claims through review of the course syllabi which revealed no course or part of a course that deals with unit planning (an example of confirming evidence). I n talking with team members, you acknowledge that some students and graduates indicated no difficulties with this task and they remember a lecture or demonstration on such a topic (an example of disconfirming evidence). The program document indicates this competency is dealt with across several courses, but it is difficult to find clear evidence that sufficient attention has been paid to this topic. Faculty interviews reveal that each individual thinks the other is focusing on this topic.

Here is a logical, verifiable relationship. If unit planning has turned up repeatedly in interviews as a weakness, one would expect to find little attention paid to it in the formal curriculum. That appears to be the case: therefore, the preponderance of your evidence indicates Standard 12 of the California Standards for the Multiple and Single Subject Credential is Met Minimally with Qualitative Concerns. If their daily lesson planning skills are not an issue, the team might well agree on Met Minimally with Quantitative Concerns. If similar difficulties have arisen on the whole topic of planning skills, the decision may be Not Met.

5 . Triangulate and Avoid Bias

If it looks like a duck, walks like a duck, and talks like a duck; it probably is a duck and certainly is not an elephant. Repeated measures from believable sources creates confidence in your judgment. You will need to avoid over-weighing testimony from articulate, informed, and high status respondents. You will need to avoid "going native" and getting wrapped up in the people and institution you are reviewing. This is often a problem in places with heavy campus politics. You need to avoid the research effect phenomenon - "The unconscious imposition of the team's values and beliefs" on your data collection and analysis. It can be helpful to look carefully at extreme cases where people with the most at stake reveal contrary data. This can be powerful information if it is not tainted by ulterior motives. Finally, not all data are equal. Volunteered information collected from people with low bias but high knowledge about the program can be weighted more heavily than the opposite.

6 . Trust Your Hunches

Most team members have been around educational institutions long enough to have excellent insights and unconscious senses. While these perceptions alone are insufficient evidence, teams should not ignore them during the data collection phase or even when making judgments. Insights can lead to confirming interviews and can help to sharpen the whole analysis process.

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Attachments to the
Accreditation Handbook

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Attachment A: Sample Team Report

COMMITTEE ON ACCREDITATION - ACCREDITATION TEAM REPORT

Institution: **California State University, Freeway**

Dates of Visit: **March 7-10, 19__**

Accreditation Team
Recommendation: **ACCREDITATION WITH SUBSTANTIVE STIPULATIONS**

Following are the recommended stipulations:

• That the institution provide evidence of the implementation of a comprehensive program evaluation system involving program participants, graduates, employers and local practitioners. The system must demonstrate the potential for assuring continuous program improvement and must be applied to all credential program areas.

• That the institution provide evidence that each program within the College of Education receives an equitable allocation of resources in relation to the student population it is required to serve. The resources must enable each program to effectively operate in terms of coordination, recruitment, advisement, program development and instruction.

• That the institution provide evidence of substantive process (including an action plan and timeline) toward implementation of the necessary infrastrucutre and the purchase of hardware and software to provide appropriate faculty and student access to electronic sources of data.

• That the institution provide evidence of a comprehensive system of selection, training, and evaluation of the field supervisors/cooperating teachers who supervise in all credential areas. The training should include information about the credential program for which supervision is given, such as program philosophy and design, and how the courses in the program relate to the field work.

Rationale:
The unamimous recommendation of the accreditation team for ACCREDITATION WITH SUBSTANTIVE STIPULATIONS was based on a thorough review of the self study documentation presented to the team, additional information in the form of exhibits, extensive interviews with campus and field-based personnel, and additional information requested from administrators during the visit. The team felt it obtained sufficient and consistent information that led to a high degree of

confidence in making overall and programmatic judgments about the College of Education operation. The recommendation of the team was based on the following:

<u>Common Standards</u>: Three of the standards were judged to have been met, four of the standards were judged to have been met minimally with qualitative concerns and one of the standards was judged as being not met. These judgments were based on the fact that an effective, comprehensive system of program evaluation, that informs program revision and development, does not exist. In addition, there is very minimal access to technology within the College of Education. There are some excellent examples of technology supporting instruction, but these examples are minimal. There is a less than effective system for the training and evaluation of field supervisors, a practice that does not assure that course work and student teaching are well connected and consistent for the professional education student. A final concern was that the Reading/Language Arts specialist program is not tightly organized and delivered. This specialist program is closely associated with the well-organized advanced degree in Education, but as a program leading to a specialist credential, is lacking in leadership, organization, and clear attention to program standards.

<u>Program Standards</u>: Generally, students who complete professional programs in Education are judged by professionals in the field to be well prepared to practice. However, there are some inconsistencies in the quality of preparation. These inconsistencies are related to both areas assessed under the Common Standards as well as the program standards. There were some specific program standards that were not fully met in some credential areas. These specific standards are identified in the report along with a rationale for the judgment of the team. Specifically, attention needs to be given to assessing and assuring the appropriateness of resource allocations across program areas and the adequacy of coverage given to all specific program standards as well as the development of a means to control redundancy of content within specific program areas. In addition to program content concerns, there appeared to be inconsistency of advisement practices leading to some students being confused about requirements and means of reaching their goal of obtaining a license in their particular areas of focus.

The College of Education has experienced considerable challenge recently in attempting to effectively deal with the expanding need for new professionals in almost all programmatic areas. Class size reduction in California has placed heavy demands on the COE and has stretched and spread thin the college's resources. The COE is making many efforts to meet the range of demand from the field, but will need to carefully consider how extensively those demands can be met without negatively impacting the quality of programs delivered. As reflected in the report, there are numerous examples of excellence in program design and delivery. The need in the institution is to maintain consistent excellence across all program areas in order to assure confidence that all students who complete programs at the institution provide effective services to learners in the public and private schools of California.

Team Leader: **Public School Superintendent**

Common Standards Cluster:

        CSU Dean of Education

        School District Assistant Superintendent

        Associate Dean of Education, CSU Campus

Basic Credential Cluster:

        High School Classroom Teacher

        Bi-lingual Faculty Member

        Middle School Teacher

        Private College, Elementary Program Coordinator

        Reading/Language Arts Faculty Member

Specialist Credential Cluster:

        County Office Special Education Administrator

        CSU Special Education Program Coordinator

        Public School Special Education Teacher

        Low-Incidence Special Education Faculty Member

Services Credential I Cluster:

        CSU Administration Program Director

        University of California Pupil Personnel Services Faculty

        Public School Superintendent

        Public School Social Worker

Services Credential II Cluster:

        Clinical Rehabilitative Services Faculty Member

        School Librarian

School Nurse

DOCUMENTS REVIEWED

University Catalog
Institutional Self Study
Course Syllabi
Candidate Files
Fieldwork Handbooks
Follow-up Survey Results
Needs Analysis Results
Information Booklets
Field Experience Notebooks
Schedule of Classes
Advisement Documents
Faculty Vitae
Governance Document
Student Handbooks

INTERVIEWS CONDUCTED

	Team Leader	Common Stand. Cluster	Basic Cred. Cluster	Specialist Cred. Cluster	Services Cred. I Cluster	Services Cred. II Cluster	TOTAL
Program Faculty		30	58	18	20	19	**145**
Institutional Administration	4	14	12	2	8	6	**46**
Candidates		50	242	177	60	72	**601**
Graduates		11	46	19	67	17	**160**
Employers of Graduates		8	21	10	30	13	**82**
Supervising Practitioners		15	29	24	18	13	**99**
Advisors		6	17	10	14	4	**51**
School Administrators		9	22	16	40	1	**88**
Credential Analyst		1	(1)	(1)		(1)	**1**
Advisory Committee		11	26	3	33	23	**96**

TOTAL   1369

COMMON STANDARDS

Standard 1   Education Leadership   **Standard Met**

During the past three years the College of Education at California State University, Freeway has developed, through a series of Faculty Forums and retreats, a new mission and has defined more explicitly a Conceptual Framework for the College of Education. Through the leadership of the dean, the governance structure of the college has been reorganized to ensure appropriate consultation and accountability. The Faculty Governance Council represents cross-divisional precincts (including one composed of temporary faculty) who recommend policy to the dean. A high level of trust and collegiality exists among the faculty of the College of Education, a relationship that also extends to units and faculty in other colleges on campus.

Numerous standing committees within the college and within the university governance structure allow for shared governance at all levels. The Dean's Advisory Council to the COE is an effective mechanism to communicate information and discuss critical issues and policy with the other deans interested in teacher preparation. The provost has also established two new initiatives that have been well received by the professional community in the region. The K-12 Advisory Council chaired by the provost and composed of COE faculty and personnel from school districts in the region has been formed to identify priorities in teacher education and to help advance the quality of professional preparation. The Office of School-University Partnerships for Educational Renewal has been created to assist K-12 schools, other institutions of higher education, communities, and the private sector in the region to improve the quality of education in this metropolitan area. These are notable and innovative units that exemplify interest in and support for teacher and other school personnel preparation at the highest levels of the university and academic affairs.

The more traditional units of university governance, including the curriculum committees and the All University Teacher Education Committee (AUTEC) operate within a highly credible framework of rigorous and collaborative review of proposals and policy. The graduate dean also maintains careful oversight of the graduate admissions process and communicates directly with advanced degree program directors.

Strengths

The leadership of the education unit and the university and the College of Education faculty deserve commendation for the extensive outreach to schools and school districts in the region through professional development schools, the collaborative, internship programs, and many other partnership and collaborative projects.

The high level of collegiality and shared governance within the College of Education and the measure of trust extended to other units in the university are exceptional.

The Multicultural Committee exhibits a passion for the founding theme of the unit's Conceptual Framework and has assumed a significant leadership role in faculty professional development and multiculturalism in the curriculum.

Concerns

The Knowledge Base and the Conceptual Framework developed by the College of Education are not consistently represented, often not even as a complement to the separate program missions, throughout the program descriptions and the course syllabi of the educational unit. The concern extends particularly to the single subject program and programs outside the College of Education, with the exception of the School Nurse Health Services Credential program.

The inattention to the Reading Specialist Credential program is especially significant, especially given the current climate in California.

In terms of coherent relationships between the COE and each of its programs there is lack of collaboration between the Pupil Personnel Services counseling program and the other Pupil Personnel Services programs. There is also a lack of collaboration between the Pupil Personnel Services program and Educational Administration program.

Standard 2 Resources   **Standard Met Minimally with**
                                                       Qualitative Concerns

Sufficient resources have not been consistently allocated for the effective operation of each credential program in the COE. From the evidence presented, it seems the College of Education has been disadvantaged by exceeding its targeted enrollments. The elimination of the "orange book" formula funding for the CSU system and the shift to institutional allocation of general funding based upon target enrollments means that the university must establish clear priorities to sustain the quality of academic programs. Although the College of Education has secured an augmentation of funding this year restricted specifically to teacher preparation, this increase is not permanent and does not address major deficiencies in resources.

Library resources appear equitably distributed but have been almost heroically "stretched" over the past year to maintain adequate journal collections for faculty; yet the book and multi-media collections serving credential students in all programs have declined. Maintaining currency in collections has become possible only with inter-institutional consortium arrangements to share materials.

Funding for travel and professional development is limited although the university and the College of Education offer competitive funding through seed-money grants, lottery funds, and innovative initiatives. The college has successfully augmented resources through indirect cost recovery from grants and the active efforts of the college development officer.

Inadequacies of facilities and numerous shared office space assignments are apparent in Founder's Hall which houses the College of Education; however, the most acute lack of resources was found in access to basic telecommunications and electronic technologies for both faculty and students. Founder's Hall is not projected to be hard-wired for almost two years. Access to the internet and to e-mail is not available to faculty from their offices now or in the foreseeable future. Although a unit technology plan does exist and needs have been identified, there is no action plan and timeline for addressing these needs.

Strengths
None noted.

Concerns
No allocation has been made for a Reading Specialist Program Coordinator function.

Increasing faculty/student ratios and extensive demands on faculty time for university and community service or coordination/supervision activities at school sites raises a concern about faculty burn-out—and an equal concern that the institution provide a "critical mass" of full-time faculty to offer the breadth and depth of expertise to support an effective program of instruction, advisement, and supervised field experience in all credential programs.

Full-time faculty positions and staff support as a personnel resource were found to be inadequate in the Clinical Rehabilitation Services Credential program.

Standard 3   Faculty   **Standard Met Minimally with**
                                                                      Qualitative Concerns
Both faculty and student interviews indicated that the wide use of part-time faculty created articulation and coordination issues including redundancy of course content in some instances, and supervision was over dependent on part time faculty.

There are insufficient supervisors with PPS credentials in the PPS Social Work program, and the ratio of part time to full time faculty in the PPS Counselor and Social Work programs is very high.

It is also evident from interviews and documentation that the faculty are highly qualified. All full time faculty hold doctorate degrees. All of the 96 part-time faculty hold doctorate or masters and or possess special qualification and experience related to their appointment. They demonstrate strong personal commitment in their sensitivity to the ethics of diversity and their efforts to address related issues. The diversity of the faculty itself is reflective of the commitment of the faculty, the college and the university. University sponsored multi-cultural workshops and workbook support the efforts of the staff.

Strong faculty involvement in community and university activities strengthens their ability to prepare students for the education profession. Many collaborative activities with community and grant programs also provide opportunities for professional development. Funds for professional development from the regular state budget are limited. However, professional development funds are available through a variety of other sources such as university-wide faculty development grants and grants from public and private sources. The College of Education faculty has obtained 2.3 million dollars in external funding during the past year.

A comprehensive evaluation process is utilized for all levels of faculty, full and part-time, and student evaluation of courses and faculty is gathered through the student opinion survey administered at the end of each semester.

Strengths
Practitioners from the schools co-teach some courses with university faculty in the single subject science program and university faculty members teach courses on school sites with modeling in classrooms in the partner programs. Both approaches increase the strength and credibility of the course content.

The faculty's efforts and success in obtaining collaborative grants and partnership projects is commended.

Concerns
No additional concerns noted.

Standard 4   Evaluation   Standard Not Met
The College of Education, including programs offered outside the college, do not regularly involve program participants, graduates, employers, and local practitioners in evaluation of the quality of credential programs. The evidence found was not systematically collected across all programs with any regularity or consistency. The evidence found and requested was insufficient to meet this standard. The available evaluation data were not found to be regularly used by faculty to improve the quality of programs.

Some opportunities were provided for professional practitioners to become involved in the evaluation process, but these tended to be informal activities with advisory councils or informal exchanges of information with field supervisors.

Several interviews with school administrators evidenced approval of the K-12 Advisory Council and an active interest in participating in program development with the College of Education.

Strengths
None noted.

Concerns

Program evaluations were inconsistently conducted and results not regularly used for program improvement in the Clinical Rehabilitation Services Credential program and the Pupil Personnel Services Credential program.

No evaluations had been done in the Reading Specialist Credential program.

Program evaluations from field practitioners have not been put in place in the Educational Specialist Deaf and Hard of Hearing credential program.

Standard 5   Admission   **Standard Met**
In order to meet the tremendous demand for teachers due to class size reduction, California State University, Freeway has worked intensively with local school districts to recruit and admit teacher candidates, particularly teacher candidates that can meet the needs of the region's linguistically and culturally diverse student population. The university engages in a wide range of efforts to recruit under-represented groups. These efforts include paraprofessional career ladder programs, the Under-represented Teacher Identification Program (UTIP), Student Outreach and Recruitment (SOAR), internship programs, and a high school teaching academy. There is consistent communication with local community colleges and articulated agreements for transfer of students. Faculty members support the UTIP efforts by mentoring individual students.

Students entering the basic credential programs must be in the upper half of their graduating class in their major, submit a written philosophy statement and letters of recommendation. Students must complete an approved subject matter preparation program or pass a subject matter test authorized by the state of California.   Each student must also complete an early field experience prior to admission.

Strengths
The University and the College of Education are commended for their many efforts to recruit teacher candidates from under-represented groups and to attract candidates to programs that will prepare them to serve students with special needs.

Concerns
None noted.

Standard 6   Advice and Assistance   **Standard Met Minimally with**
                                                        Qualitative Concerns
Information regarding programs and credential requirements is provided in written format and group orientations for most programs. However, interviews with students indicated that the effectiveness of the advisement process is uneven. Many students indicated that they were unclear or confused at one or more stages in their programs or between components of programs, and some indicated that they had difficulty finding an adviser or finding out who had been assigned to advise them.

Students reported that they sometimes rely on other students or the departmental secretary for information (which is sometimes incorrect).

The Student Resource Center assists currently enrolled students and prospective undergraduates regarding degree requirements and academic policies. However, most advisement is handled through the programs by the faculty and program advisors. Program information is available through the faculty advisors and group orientation sessions.

Many students praised the accessibility of faculty as well as faculty and college efforts to address student concerns. Many avenues of assistance are provided for students including a Faculty Mentor Program, the Educational Opportunity Program(EOP), the Disability Resource Center(DRC) and a number of student loan and financial assistance programs. A career planning and placement counselor is assigned to the College of Education to assist professional education students and graduates, and an Education Career Fair is held each spring.

Strengths
The Disability Resource Center is commended for its assistance to students with a wide range of handicaps.

Many students commented that faculty members were very accessible and responsive. They did not always know who their faculty adviser was or that they should go to a faculty member. However, once contact was initiated they found that their problems and questions were addressed.

Concerns
A faculty member was not assigned responsibility for the Reading/Language Arts Specialist credential program this year although some advisement was done at the same time as the group orientation to the Master of Arts in Education program in Language and Literacy for First and Second Language Learners.

Articulation between subject matter advisers and teacher education advisers in the single subject program does not always occur. Although qualified members of the institution staff are assigned and available to advise candidates about academic requirements, interviews with students have revealed that, unlike faculty in the secondary education program, some content area advisors provide inadequate and/or inappropriate advising information.

Students in the BCLAD/Spanish Multiple-Subject program were confused about their requirements and options.

Information on the PPS Counseling program is not readily available to potential candidates. There is not a systematic method for informing students about the program, its requirements and criteria for its successful completion.

Standard 7   School Collaboration   Standard Met

The faculty and administration in the College of Education and the University are to be commended for the extent of their collaborative efforts with the region's school districts and county offices. Consonant with their mission they are meeting critical regional needs through their internships, concurrent special education multi-subject credential partnerships, master of arts programs and professional development school programs.

The University participates with many school districts to place students for field experience, student teaching and internships. These collaborations also include offering courses at school sites, sometimes taught or co-taught by school district personnel as adjunct faculty. These efforts strengthen the curriculum, provide real-life experiences for credential candidates and offer renewal and professional development opportunities for the staffs of the partner schools. They also support the College and University effort to recruit under-represented groups into the education professions.

The College of Education faculty have sought and achieved funding from a broad spectrum of public and private funding sources through their partnership efforts with Districts, county offices and the California Department of Education. These efforts have been supported by the University through the newly established Office of School University Partnerships and the President' K-12 Advisory Committee.

Collaborative support for new teachers is provided by the Beginning Teacher Support and Assessment (BTSA) projects.

Additional Strengths
The Clinical Rehabilitation Services program has secured many grants to enhance its programs in schools. The Pupil Personnel Services and Educational Administration programs demonstrate strong collaboration with local education agencies.

Concerns
None noted.

**Standard 8   Field Supervisors   Standard Met Minimally with
                                                      Qualitative Concerns**

Inconsistencies are found in the selection, training, and orientation to program expectations for evaluation of student outcomes across credential programs in the education unit. Several programs have prepared comprehensive handbooks, but not all field supervisors have or use them.

Some field supervisors were found not to have the credential the supervised candidate is seeking to obtain, for example the CLAD emphasis or the CLAD certificate.

Field supervision stipends are paid inconsistently. Field supervisors report different amounts or no stipend received at all, questioning where the stipend was sent. There was a lack of clarity about the stipend as a reimbursement for services given.

Field supervisors acknowledged with appreciation the Colloquia recognizing their professional contribution at the end of each semester. They also signified the importance of the Director's Award for Exceptional Service honoring a field supervisor. In many interviews field supervisors testified to the highly valued relationships they had established with university faculty and the credential programs at the institution.

Strengths
The Pupil Personnel Services and the Educational Administration Services Credential programs have strong school relationships and consistency of supervision.

The internship credential programs and professional development school cohort programs provide mentors and the additional support for highly effective field supervision.

The Clinical Rehabilitation Services and the School Nurse Health Services Credential programs have strong supervision and school placements.

The Teacher-in-Residence mathematics program is an innovative collaboration model for teacher preparation and supervision.

The new MA degree program in Teacher Leadership designed for mentor teachers to improve supervision is an innovative approach to professional development.

Concerns
Orientation to the Conceptual Framework, the credential program philosophy and design, and providing an explanation of how courses in the program relate to field experiences needs to occur more consistently.

Phase I university supervisors are not communicating well with Phase II university supervisors.

The Clinical Rehabilitation Services Credential program part-time clinical supervisors need more systematic training and evaluation of their performance.

Multiple Subject CLAD/BCLAD Emphasis (Spanish), Credential Programs, Including Internship

Findings on Standards:
After review of the institutional report, supporting documentation, the completion of interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the Multiple Subject Programs except for the following:

Standards 1 and 12 which are minimally met with qualitative concerns.

Standard 1: *Minimally met with qualitative concerns.* - Inconsistent level of institutional attention to the needs of each credential emphasis.

Finding: In the Spanish BCLAD program, all major responsibilities, including coordination, recruitment, advisement, retention, program development and instruction rest with one person.

Standard 12: *Minimally met with qualitative concerns.* - Several areas of preparation for student teaching responsibilities were inadequate or incomplete.

Finding:
Many **Multiple Subject CLAD** students reported on the high level of redundancy and repetition of theories in the foundation courses. Most felt that these courses are lacking the practical application of these theories. Many reported the need to have more knowledge and skills developed in the areas of classroom management and student evaluation.

In the **Multiple Subject Spanish BCLAD** program, the Culture Component is currently not an integral part of the student preparation. Program candidates are being assessed for competency in this area upon exiting the program but are not provided needed academic preparation.

Despite the fact that technology was one of the identified focused areas of the College of Education, a majority of the **Multiple Subject Credential** program student teachers and graduates lacked application skills to integrate technology into their curriculum.

Strengths:
- The quality of the program is greatly enhanced due to strong collaboration and partnerships with local school districts as exemplified through PDS - Professional Development Schools and other collaborative projects.

- The various credential pathways which included the Integrated Options and the Internship programs provided flexibility and employment opportunities that supported the diverse needs of teacher candidates.

- Many school district personnel commented positively on the high level of professionalism of programs' candidates and graduates.

- Careful selection and effective criteria in the admission policy of the internship programs resulted in high success rate of program candidates.

- School personnel and program candidates commented on the high level of commitment and accessibility of university supervisors.

- Many program candidates reported on the high level of content expertise and effective instructional ability of program faculty.

- Multiple Subject CLAD Program candidates reported on the high level of readiness to assume teaching responsibilities in classrooms with culturally and linguistically diverse student populations.

- Several innovations such as; (1) The portfolio/authentic self-assessment sessions involving peers, cooperative teachers, faculty members, (2) The School-University partnership in which university faculty model lessons for program candidates, and (3) the faculty associates professional development address the need for reform and improvement in teacher education.

Concerns:
No additional concerns noted.

Single Subject, Single Subject CLAD Emphasis

Findings on Standards
After review of the institutional report and supporting documentation and completion of interviews of candidates, graduates, school administration, faculty, supervising practitioners, employers, and advisory committee members, the team determined that all program standards are met.

Strengths
The team found that the single subject credential program is well-focused and does an excellent job of preparing reflective practitioners to work in today's diverse classrooms. The program's supportive administration, faculty and staff insure that it is connected and responsive to the communities it serves, and places equal emphasis on professional preparation and academic preparation for its candidates.

Some the program's notable strengths include:

- Effective leadership which brings together both full and part-time faculty from different departments across the campus, thus reinforcing the necessity that teacher education is an all-university function.

- Faculty commitment to the College of Education's mission as evidenced in their course content and pedagogy.

- Strong partnerships with surrounding districts as exemplified by Center High School (a teacher preparation magnet), the teacher on leave program in science, and the proposed internship program.

- A well-balanced overall curriculum with strong attention to integrating theory and practice, and insuring pedagogical content area knowledge for all of its candidates.

Validation of the program's strength is evidenced in comments from master teachers and members of the Advisory Board that candidates are well prepared prior to student teaching and preference of graduates of the program in the marketplace.

Concerns
The team identified the following concerns:

- Curriculum concerns: Insufficient treatment of the topics of classroom management and discipline, inadequate and/or inappropriate training in the use of subject-specific technology, sufficient infusion of CLAD principles and methodology in some methods courses taught in content areas, and finally overlapping redundancy across the entire program curriculum.

- A need for greater coordination between the faculty in the secondary education program and the faculty in the content areas.

- Consistent in the Common Standards section of the report, Standard 4, a lack of insufficient program evaluation by graduates.

Reading/Language Arts Specialist

Findings on Standards
After review of the institutional report, limited supporting documentation, and interviews with students and two faculty members, the team determined that only a small remnant of a program exists and that there is not enough data available to evaluate the program in relation to the CTC standards.

Strengths
- The institutional report and syllabi described a cohesive program. However, the team found that the program described was not in place.

- The faculty listed as connected to the program are considered highly qualified in their field. Potential exists for developing a strong Reading Specialist program.

Concerns

Even though the institution prepared a report on the program, the team discovered during the visit that:

- The program had no designated, funded coordinator.

- There was no evidence that resources were allocated to the program.

- No interviews with students, candidates, graduates or employers were scheduled. When visits to classes listed as part of the program were made, it was not clear if the students enrolled in the class were matriculated students in the program or simply students taking the class as part of some other requirement.

- Student files for this program were combined with the Master of Arts, Language Arts records. The program has no separate identity.

- Although a new brochure describing the program existed, no informational packets for enrolling candidates, as would be expected for a credential program, could be found.

- There was no evidence of formative or summative evaluation, as discussed in Common Standard #4.

Preliminary Level I Education Specialist Credential Programs

Concurrent Multiple Subject-Mild/Moderate (LH) and Multiple Subject-Moderate/Severe Disabilities (SH), Mild/Moderate Disabilities, Resource Specialist Certificate, Moderate/Severe Disabilities, including Internships, Deaf and Hard-of-Hearing, and Early Childhood Special Education

Findings on Standards:

After review of the program, supporting documentation and completion of interviews with candidates, graduates, faculty, employers, and supervisors, the team determined that all the program standards for Concurrent Multiple Subject Mild/Moderate (LH), Multiple Subject Moderate/Severe (SH), Resource Specialist Certificate, Mild/Moderate Disabilities, Moderate/Severe Disabilities, including Internships, Deaf and Hard-of-Hearing, Early Childhood Special Education are met.

Concurrent Multiple Subject Mild/Moderate (LH)
Concurrent Multiple Subject Moderate Severe (SH)

Strengths:
All interviewed candidates and graduates expressed satisfaction with the quality of instruction and professional commitment of faculty. Themes of collaboration, multiculturalism, and the use of technology is evident throughout the program. The candidates and graduates especially noted the use of cohorts and courses held at the middle school.

Concerns:
None noted.

Mild/Moderate Disabilities
Resource Specialist Certificate
Strengths:
Candidates and graduates are very satisfied with the training of master teachers and supervisors. The candidates and graduates also acknowledged the knowledge of the faculty in the program. In addition, they greatly appreciate the sensitivity of the faculty to the working candidate. New full-time and part-time faculty expressed satisfaction with the quality of the support provided to them by the program.

Concerns:
Because of the number of students in the program, many candidates expressed frustration with the difficulty in seeing advisors and receiving advice in a timely manner.

Moderate/Severe Disabilities
Strengths:
Candidates and graduates report that the faculty is a significant strength of the program. The faculty make themselves available to the students. It is also noted that the course content is current in information. There exists a full continuum of curriculum which is research based. District administrators report that they hire California State University Freeway graduates first before turning to other institutions of higher education.

Concerns:
There are no full time faculty currently in the Moderate/ Severe program. Candidate files are not consistent in information. There is limited documentation regarding student practica, internship and student teaching. Selection of master teachers is not based on a specific process, as noted in Common Standard #8.

Deaf and Hard of Hearing
Strengths
The current Interim Director of the program has not only continued the high quality of the program but has developed excellent district and county office relationships that expand program options for candidates. The faculty is

conveniently available to candidates and provide effective resolution of student needs. The continuum of coursework, supported by a practicum, is complete and well organized across all developmental levels encompassing a spectrum of methodologies for the deaf and hard of hearing. The program is flexible in meeting the needs of 'distance students'.

Concerns
Candidates reported that advisement for coursework taken out of the specialist area is difficult for them to obtain, as noted in Common Standard #6.

The specialist credential standards are not consistently available to candidates and field supervisors.

Early Childhood Special Education
Strengths:
Candidates, graduates, and local employers expressed satisfaction with the current Program Coordinator, including her availability and support to the candidates. Graduates and candidates alike appreciate all of the "hands-on" experiences provided by this program. The cultural diversity class was noted as particularly invaluable. Several candidates stated that the Early Childhood Special Education instructors are very knowledgeable, and that California State University, Freeway is flexible enough to meet their individual needs. School administrators are pleased with the student teachers assigned to them, and the programs' graduates that they have hired.

Concerns:
None noted

Preliminary Administrative Services Credential (including Internship) and Professional Administrative Services Credential

Findings on Standards:
After the review of the institutional report and supporting documentation and the completion of interviews with candidates, graduate, faculty, employers, mentors, advisory committee members and field supervisors, the team determined that all program standards are met for the Preliminary Administrative Credential, the Preliminary Administrative Credential with the Internship, and Professional Administrative Services Credential. The Administrative Services programs demonstrated on-going program development, addressed the new CTC program standards, responded to the identified needs of candidates, and developed strong partnerships with local school districts to serve students in diverse settings. The programs have continued to serve both on-campus and Salinas area candidates with comparable program curriculum and delivery. Candidates move through the programs bridging theory and practice with action research, relevant field

experiences, professional development, and portfolios that reflect on and evidence learning.

Strengths:
The faculty demonstrate a sincere effort to give attention to the program. Students, employers, mentors, and field supervisor report that student success is in a great part reflective of the faculty roles as professional educators. Fieldwork experiences reflect careful planning and coordinating oversight that provide candidates with realistic, supportive and professional learning opportunities. Collaborations with districts through specially funded program and on-going professional relationships is an acknowledged program asset. The professional level program was cited by students as clearly beneficial to their professional development where a variety of program components are woven together into coherent learning experiences.

Concerns:
In the areas of legal, fiscal, and meeting the needs of all students (EDAD 307 and 308) where the knowledge base is rapidly changing there is a need to keep the curriculum current through objectives, learning activities, and resources. There is a concern that faculty resources are potentially spread too thin over two fieldwork intensive programs, with class offering at distant locations, and a commitment of faculty to have significant interaction with school districts leadership.

Pupil Personnel Services Credential Programs: School Counseling, including Internship, and Specialization in Child Welfare and Attendance

Findings on Standards:
After review of the institutional report and the supporting documentation, and the completion of interviews of candidates, employers, full and part-time faculty, local educational agencies and community partnership leaders, the team determined the Pupil Personnel Services Program with specialization in School Counseling meets all applicable program standards. The team also finds that the Advanced authorization in Child Welfare and Attendance services meets all applicable standards.

Strengths
The team commends the faculty and program administration for the development of an integrated curriculum which strongly promotes cultural competence of graduates by systematically infusing cultural diversity throughout the program. A further strength of the program is the flexibility of access to course offerings by means of distance learning, flexible scheduling of courses and readily accessible faculty.

The faculty is also commended for the extraordinary efforts made to collaborate with the local educational agencies and community-based organizations, thereby enabling students to experience an excellent application of theory and practice throughout the program.

The faculty are also commended for their commitment to developing and maintaining a high quality program, despite the lack of sufficient full time faculty to absorb the load.

Concerns
None noted.

Pupil Personnel Services: School Social Work and Specialization in Child Welfare and Attendance

Findings on Standards:
After the review of the institutional report and supporting documentation and the completion of interviews with candidates, graduate, faculty, employers, and field supervisors, the team determined that all program standards are met for the Pupil Personnel Service in School Social Work and the Child Welfare and Attendance Specialization.

Strengths:
Particularly strong components of the program are:

- A strong Program Design, Rationale and Coordination of the Master of Social Work, Pupil Personnel Services credential was evident.

- The Curriculum and corresponding syllabus revealed a strong systemic theoretical framework which contained evidence of a trans-cultural awareness and practice.

- Support by the Field Faculty Director and Liaison via scheduled coordinated evaluations of the students in placement, along with training and availability was acknowledged and substantiated via verbal reports and evaluations.

- Field Placement Supervision was reported as ongoing and consistent.

- MSW, PPSC candidates consistently reported on the high quality of faculty and course content within their specified course work.

- As the MSW program will be undergoing their own accreditation next year the organization of material available for review: Application Brochure, Student Handbook, Supervisors Handbook, Syllabus, Faculty Vitae, School Social Worker Survival Handbook was up to date and well presented.

Concerns
- The apparent lack of collaboration with the College of Education, Administration credential, School Counseling and School Nursing was of concern to the accreditation team as collaboration within schools was

emphasized in course outlines, acknowledged as vital skills necessary to candidates and graduates, and were identified as marketable skills sought after by employers. The modeling of this collaboration was missing at the university level among the programs previously identified.

Clinical Rehabilitative Services Credential in Language, Speech, and Hearing and Special Class Authorization

Findings on Standards
All standards for the Clinical Rehabilitative Services Credential in Language, Speech, and Hearing and the Special Class Authorization are met with the exception of Standard 14, Qualifications and Responsibilities of Supervisors and Selection of Field Sites. This is minimally met with qualitative concerns. According to the standard, "each field-based supervisor is (a) certified and experienced in the area of the credential; (b) trained in supervision; (c) oriented to the supervisory role; (d) appropriately evaluated and recognized by the institution; and (e) provides a model consistent with best practice." Although part-time clinical supervisors in the university clinic reportedly receive some degree of orientation and training and are evaluated by the program, some do not always provide a model consistent with best practice. Although the quality of supervision by full-time faculty or master clinicians at school sites is generally high, supervision by part-time clinical supervisors is somewhat uneven in terms of positive methods of supervision.

Strengths
As previously stated, the greatest strength of the program is commitment to the recruitment and retention of minority students. There are systematic attempts to recruit minority students to undergraduate and graduate programs. Admissions criteria incorporate clinical as well as academic criteria, a combination which is effective in identifying the strengths and potential of minority students. Students who are in academic difficulty are given ample warning and assistance to help them meet program requirements. Bi-lingual students are placed with bi-lingual supervisors whenever possible. Finally, new sections of classes are often opened when one section is completely filled.

A second strength of the program is its outstanding grant activity. There are several different grant projects which fund additional training, tuition, stipends and/or books for students. One grant providing training for Asian students may be the only one of its kind in the United States. Many of these grants involve partnerships with schools or other community associations.

A third strength is the dedication and skills of its full-time faculty. The full-time faculty members are generally viewed as knowledgeable and competent teachers who teach and mentor numerous students each year. Furthermore, their distance training programs serve students in diverse locations.

A fourth strength of the program is its effective use of master clinicians at culturally diverse school sites to supervise student clinicians. Master clinicians and students are matched by personality and location, have concerns promptly addressed and resolved by the campus coordinator, and generally praise the practicum highly.

A fifth strength is the program's attempt to incorporate technology into courses and clinical practice. Coursework is being developed for the Internet, students are taught to use Powerpoint for presentations in some courses, and a speech lab is being used for clinical work.

A final strength of the program is its product: speech-language pathologists. Employers and master clinicians in the schools report that the students are generally well-trained and professional. Students in the program are especially noted for their ability to work effectively with families, teachers, and other professionals.

Concerns:
As identified in Standard 8 of the Common Standards, Field Supervisors, the overriding concern for this program is a lack of tenure track faculty. The problem has been exacerbated by growing enrollments over the last few years. At the present time, full-time faculty are hard pressed to provide sufficient advisement and mentoring for students and coordination of part-time instructors and clinical supervisors in the university clinic. Students report that there is a lack of continuity in coursework when part-time and full-time faculty members teach the same courses. Master clinicians at school sites also note that students sometimes lack practical experience with specific therapy techniques when part-time faculty members teach important courses.

A second concern in undergraduate and graduate practica is students' desire for more mentoring, modeling, and specific feedback. Students sometimes have difficulty linking theory to practice without assistance and appreciate exposure to practical therapy techniques.

A third concern is more space and equipment for the speech science laboratory. This is a technologically sophisticated faculty who express frustration because equipment is unused because of space limitations.

Health Services (School Nurse) Credential

Findings on Standards
The findings and recommendations are based on data gathered from the program report, review of supporting documentation and interview with faculty, candidates graduates, employers, supervisors, and an advisory committee member. It is the finding that all program standards for the Health Services Credential are met.

Strengths
- The School Nurse Credentialing Program coordinator is serving the diverse needs of the candidates with much dedication and enthusiasm. The program is currently mentoring a Ph.D. student to support the coordinator in order to provide continuity of the program in the absence of the coordinator.

- A strong input and feedback system from an advisory council consisting of the school nursing professionals from the community. The advisory council assists by consulting on the changes and enhancement reflecting the curriculum to address best practices in school nursing and school health.

- The program coordinator encourages and mentors candidates through the process of research and publication to professional journals.

- The program is integrated into the graduate program of the School of Nursing and is coordinated by a full-time tenured faculty member.

- There is a sound theoretical basis relevant to the contemporary issues of school health and clinical objectives. The clinical objectives are strong.

- There is a strong preceptor and field supervision program with clear preceptor, program coordinator, and candidate exceptions of roles and responsibilities.

- A strong personalized and multifaceted approach to recruitment consistently results in a culturally diverse candidate population that reflects the needs and population of the school community.

- Candidates, graduates and preceptors interviewed reported on the high quality of the faculty. They spoke to the innovation availability and accommodation of the special needs of the candidates.

Concerns
- Evaluations were done immediately prior to the accreditation visit. The evaluations of the program needs to occur on and ongoing basis.

- Many students expressed a frustration with the sequencing of graduate courses. Not being in proper syncronization could mean postponing completion by a year and at times more.

- The program coordinator is allocated 3 WTU's (20%) for the school nurse credentialing program. In addition to 12 WTU's for teaching assignments. Not additional time was given to prepare for the accreditation site visit.

Library Media Teacher Program

Findings on Standards

All standards are fully met. The findings are based on data gathered from the program report, review of supporting documentation, and interviews with faculty, candidates, graduates, employers, advisors, and advisory committee members. Candidates received the skills and knowledge base to be well-trained library media teachers who can serve California's multicultural, multilingual student population.

Strengths

- The Library Media Teacher Credential Program Coordinator provided visionary leadership for the program. The program design, coordination, and quality control is exemplary. The curriculum is up-to-date and effective.

- The use of technology to deliver instruction to students can serve as a model to other departments on the California State University, Freeway campus and to other state/national universities. Students have access to the following "electronic tools:" course listservs, email access to faculty, web sites (which contain the course outlines, office hours, assignments, and text of reading materials), computer labs, electronic "reserve room" materials, and other electronic information.

- Under the leadership of the Graduate School Dean, School of Library and Information Science Director, and Library Media Teacher Credential Program Coordinator, a model distance learning program via interactive TV and courses on the Internet, is used to meet the statewide need for qualified school library media teachers.

- The mix of full-time and adjunct faculty adds to the strength of the program. Candidates and graduates interviewed praised the knowledge and quality of the faculty.

- The school's efforts on behalf of diversity is outstanding. Over 25% of the students are minority and the library program ranks second in the county in percentage of minority enrollment.

- The advisement and exit screening for candidates is handled consistently and professionally.

- The school has been proactive in grant writing. One $3 million grant from Pacific Bell enabled it to infuse technology into the curriculum and to use a technologically advanced delivery system.

Concerns
None noted.

Professional Comments

(These comments and observations from the team are <u>only</u> for the use of the institution. They are to be considered as consultative advice from team members, but are not binding on the institution. They are <u>not</u> considered as a part of the accreditation recommendation of the team.)

Common Standards
None noted.

Multiple Subjects
None noted.

Single Subjects
Many of the concerns in the Single Subject section of the report arose from numerous comments from current candidates, graduates of the program, master teachers, and employers. A further concern raised by these same constituencies is that the composition of the secondary education faculty does not reflect the diversity of the community served. Long-range goals and strategies need to be developed to rectify this problem.

Reading/Language Arts Specialist
The team feels that the program has two options:

1. Develop and implement the program described in the institutional report, devoting to it personnel and resources commensurate to other credential programs on campus.

2. Cancel the program immediately.

Education Specialist Credential Programs
Mild /Moderate Disabilities - It is recommended that the districts identify support personnel and/or mentors for emergency permit holders.

Moderate/Severe Disabilities - The Mild/Moderate program has an excellent organizational structure which could be adopted easily by other department programs. Master teacher training and inservice should be coordinated across all programs in the division and involved stakeholders in the field.

Deaf and Hard of Hearing - Program evaluation which is not consistently in place, as noted in Common Standard #4, needs to be designed and implemented in all aspects of the program.

Early Childhood Special Education - Some county administrators would like more time to consult with the Program Coordinator and be more involved with the program.

Administrative Services
The team sees an opportunity for the service credential area departments, Educational Administration, Counseling, Social Work, and Nursing to model professional collaboration that candidates will experience in school sites. We encourage you to explore the possibility of shared learning experiences in common curriculum areas (i.e. legal, special services, and family systems).

Students are aware of they availability of the university career placement and job searching services to provide a wider exposure to opportunities.

Students suggested that the more technology tools be integrated into appropriate courses (i.e. accounting, data bases management, statistical packages, attendance, and master scheduling).

Pupil Personnel Services: School Counseling
The team recommends that faculty consider appropriate distribution of field work assignments to junior and part-time faculty, and develop an informational handbook outlining the rich variety of internship placement options. Fieldwork site supervisors should also be provided with orientation materials related to supervision of student fieldwork placements.

Students commented on the desired benefits of developing authentic assessment alternatives, including the use of portfolio assessment.

Pupil Personnel Services: School Social Work
- MSW candidates who were interested in pursuing the PPS credential and Field Supervisors voiced concerns that students were not always informed as to the value of the PPS or the timelines needed. Highlighting the PPSC in the Application Brochure, at the Orientation for incoming MSW students would be recommended.

- Placement sites were many however, concern was expressed by commuters that their transportation needs were overlooked for the convenience of the field liaison driving distance.

- Examining the number of PPS credentials and qualified field supervisors is recommended so as to maintain the integrity of the program and provide the necessary level of supervision to the PPS placed students.

- It is recommended that the school of Social Work explore options available to students, undeclared as PPSC, or graduates to be able to seek the PPS credential.

Pupil Personnel Services and Adminstrative Services Programs
The team is concerned that students in both, Educational Administration and Pupil Personnel Services, with specializations in both School Counseling and School Social Work, are not provided with opportunities to learn collaborative practice

between the two professions, thereby increasing the effectiveness of program services to students in the schools.

Clinical Rehabilitative Services Credential
It is strongly recommended that additional tenure track faculty be hired to share the responsibilities of a large and growing program. Some of the issues of program continuity, student advisement, and part-time clinical supervision may be resolved by the addition of more full-time faculty.

It is strongly recommended that part-time clinical supervisors be given closer training, supervision, and evaluation by the full-time faculty. This could include more extensive training in clinical supervision procedures, including positive ways of presenting feedback to students and confidentiality. In addition, it is strongly recommended that part-time clinical supervisors be given frequent feedback on their supervision, opportunities to improve their skills, and evaluation at the end of each semester by their students.

It is strongly recommended that more space be given to the speech science lab to more effectively utilize technology in clinical practice.

Health Services
- A model of collaboration between education and school health professionals could be facilitated by exchanging presenter's from the education department to speak on issues pertinent to both disciplines. This collaboration would serve in fostering a better understanding of a school nurses role and how it reflects the academic, social and personal needs of all children and youth.

- The program might consider developing and implementing teleconference courses to reach a wider geographic area especially under-served rural areas. These courses could also be expanded to provide continuing education units.

- Group meetings in the community could be held for the preceptors on a regular basis. These meetings could assist in continually enhancing clinical objectives in a systematic way.

- Candidate would benefit from having courses offered in the summer.

Library Media Teacher
- Offer one children's literature class instead of the current two classes, *Resources for Children, Ages 0-6* on picture books and *Resources for Children, Ages 7-12.* Early literacy in grades K-3 is critical and candidates wishing to be elementary school librarians should only be required to take one children's literature class.

- Continue to collaborate with the College of Education. The role of the library media center and credentialed library media teacher in the instructional program should be covered in school administration classes and methodology

classes. The College of Education might use the library school faculty and expertise in the use of technology.

• Serious consideration should be given to the proposal to establish a model library media center in the Warren Library. The collection would include access to electronic resources, e.g., ERIC; computer software; new children's and young adult literature, and K-8 California adopted textbooks.

• Continue to strengthen a formalized system for data collection and advisory feedback from employers, graduates, and the community.

• There should be systemic support for distance learning within the CSU system. An infrastructure, organization, and "rewards" system for cross campus programs need to be established.

Attachment B: Team Report Development Forms

COMMITTEE ON ACCREDITATION
COMMISSION ON TEACHER CREDENTIALING
CLUSTER SUMMARY REPORT/TRACKING SHEET

Institution:

Cluster: Common Standards

Dates of Visit:

Cluster Leader:

Cluster Member:

Cluster Member:

DATA SOURCES

	INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED
	Program Faculty		Catalog
	Institutional Administration		Institutional Self Study
	Candidates		Course Syllabi
	Graduates		Candidate Files
	Employers of Graduates		Fieldwork Handbook
	Supervising Practitioners		Follow-up Survey Results
	Advisors		Needs Analysis Results
	School Administrators		Information Booklet
	Credential Analyst		Field Experience Notebook
	Advisory Committee		Schedule of Classes
			Advisement Documents
			Faculty Vitae
			Other (Name)

Common Standards

STANDARD	Meets the Standard	Meets the Standard Minimally		Does not Meet the Standard
		Qualitative Concerns	Quantitative Concerns	
1. Education Leadership				
2. Resources				
3. Faculty				
4. Evaluation				
5. Admissions				
6. Advice and Assistance				
7. School Collaboration				
8. District Field Supervisors				

COMMENTS

COMMITTEE ON ACCREDITATION
COMMISSION ON TEACHER CREDENTIALING
CLUSTER SUMMARY REPORT/TRACKING SHEET

Institution:

Program: Multiple Subject Program - CLAD/BCLAD Emphasis
                                              Spanish

Dates of Visit:

Cluster Leader:

Cluster Member:

Cluster Member:

Cluster Member:

DATA SOURCES

	INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED
☐	Program Faculty	☐	Catalog
☐	Institutional Administration	☐	Institutional Self Study
☐	Candidates	☐	Course Syllabi
☐	Graduates	☐	Candidate Files
☐	Employers of Graduates	☐	Fieldwork Handbook
☐	Supervising Practitioners	☐	Follow-up Survey Results
☐	Advisors	☐	Needs Analysis Results
☐	School Administrators	☐	Information Booklet
☐	Credential Analyst	☐	Field Experience Notebook
☐	Advisory Committee	☐	Schedule of Classes
☐		☐	Advisement Documents
☐		☐	Faculty Vitae
☐		☐	Other (Name)

PROGRAM STANDARDS

Category I - Program Design and Curriculum

STANDARD	Meets the Standard	Meets the Standard Minimally		Does not Meet the Standard
		Qualitative Concerns	Quantitative Concerns	
1. Program Design, Rationale and Coordination				
2. Development of Professional Perspectives				
3. a. Orientation to Human Development				
b. Equity				
4. Reading, Writing and Related Language Instruction in English				
5. Preparation for Multi-Cultural Education				
6. Preparation for Student Teaching Responsibilities				

COMMENTS

Category II - Field Experiences

STANDARD	Meets the Standard	Meets the Standard Minimally		Does not Meet the Standard
		Qualitative Concerns	Quantitative Concerns	
7. Field Experience Prior to Student Teaching				
8. Advancement to Daily Student Teaching Responsibilities				
9. Guidance, Assistance and Feedback				
10. Readiness for Diverse Responsibilities				

COMMENTS

Category III - Candidate Competence and Performance

STANDARD	Meets the Standard	Meets the Standard Minimally		Does not Meet the Standard
		Qualitative Concerns	Quantitative Concerns	
11. Student Rapport and Classroom Environment				
12. Curricular and Instructional Planning Skills				
13. Diverse and Appropriate Teaching				
14. Student Motivation, Involvement and Conduct				
15. Presentation Skills				
16. Student Diagnosis, Achievement and Evaluation				
17. Cognitive Outcomes of Teaching				
18. Affective Outcomes of Teaching				
19. Capacity to Teach Diverse Students				
20. Professional Obligations				
20.5. Use of Computer-Based Technology in the Classroom				
21. Determination of Candidate Competence				

COMMENTS

Attachment C: Evaluation Forms
COMMITTEE ON ACCREDITATION
INSTITUTIONAL EVALUATION OF THE ACCREDITATION PROCESS

Directions: Please use this form to evaluate the experience of your institution with the accreditation process.

Institution: _____

Dates of Visit: _____

Person Completing Form: _____

_____   This evaluation represents a consensus of unit faculty and administrators   involved in the team visit.

_____   This evaluation represents the views of the person completing the form only, and may not reflect the perceptions or opinions of other faculty or   administrators.

EVALUATION
Please rate the following items relative your experience with each topic.   Circle your response for each item.

Rating Scale

4	=	Excellent		2	=	Adequate	0	=	Unable to Judge
3	=	Strong		1	=	Weak			

Pre-Visit   Preparations

4	3	2	1	0	1.	Usefulness of the overview sessions with the CTC/COA consultant.
4	3	2	1	0	2.	Usefulness of the materials provided by the COA for institutional preparations.
4	3	2	1	0	3.	Consultant review of Preliminary Report (preconditions, options, special characteristics)
4	3	2	1	0	4.	Informal review of the Institutional Self-Study Report by the consultant.
4	3	2	1	0	5	Helpfulness of instructions given for scheduling interviews.
4	3	2	1	0	6.	Usefulness of advance information given to the institution about team members.
4	3	2	1	0	7.	Assistance of CTC/COA staff in helping institution understand the accreditation process.
4	3	2	1	0	8.	Overall assistance provided by the consultant in helping institution prepare for the visit.

Comments: _____

_____

_____

_____

_____

Evaluation of the Accreditation Visit

4	3	2	1	0	1.	Appropriateness of the size of the Accreditation Team.
4	3	2	1	0	2.	Appropriateness of the constituency representation on the Team.
4	3	2	1	0	3.	Helpfulness of the Mid-Visit Status Report to identify information needed by the team.
4	3	2	1	0	4.	Final Team Report provided a comprehensive summary of the Accreditation Team findings.
4	3	2	1	0	5.	Exit Interview provided a clear understanding of the Team Report and recommendations.
4	3	2	1	0	6.	Usefulness of the Team Report.
4	3	2	1	0	7.	Overall benefit of the accreditation process to the faculty or the institution.

Comments: _____

_____

_____

_____

_____

_____

What suggestions do you have for improving any aspect of the COA Accreditation Process?

Comments: _____

_____

_____

_____

_____

_____

Please return completed forms to:
COA Lead Consultant
Commission on Teacher Credentialing
1812 9th Street
Sacramento, CA 95814-7000

COMMITTEE ON ACCREDITATION
INSTITUTIONAL EVALUATION OF THE
ACCREDITATION TEAM LEADER

Directions: Please use this form to evaluate the team leader. **The information provided on this form is for the internal use of the COA only, thus it will be kept confidential.**

Institution: _____

Dates of Visit: _____

Person Completing Form: _____

_____ This evaluation represents a consensus of the unit faculty and administrators involved in the accreditation visit.

_____ This evaluation represents the views of the person completing the form only, and may not reflect the perceptions or opinions of other faculty
or   administrators.

EVALUATION

Please rate the following items relative to the peformance of the team leader. Circle your response for each item.

Rating Scale

4 = Excellent   2 = Adequate   0 = Unable to Judge
3 = Strong   1 = Weak

Team Leader: _____

4	3	2	1	0	1.	Thoroughness (Worked carefully to obtain complete understanding of programs.)
4	3	2	1	0	2.	Fairness (Objective, unbiased, etc.)
4	3	2	1	0	3.	Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial.)
4	3	2	1	0	4.	Questioning skills (Ablilty to elicit information.)
4	3	2	1	0	5.	Knowledge of credential areas.
4	3	2	1	0	6.	Understanding of the COA Accreditation Process.
4	3	2	1	0	7.	Leadership skills.

4   3   2   1   0   **OVERALL EVALUATION OF TEAM LEADER**

Would you recommend this person for service as a team leader on future COA Accreditation Teams?

Yes _____   No _____

Comments: _____

_____

_____

COMMITTEE ON ACCREDITATION
INSTITUTIONAL EVALUATION OF
ACCREDITATION CLUSTER LEADER AND CLUSTER MEMBERS

Directions: Please use this form to rate each cluster leader and member evaluating your institution. **The information provided on this form is for the internal use of the COA only, thus it will be kept confidential.**

Institution: _____

Cluster Name: _____

Dates of Visit: _____

Person Completing Form: _____

_____   This evaluation represents a consensus of all program faculty and administrators involved with the cluster.

_____   This evaluation represents the views of the person completing the form only, and may not reflect the perceptions or opinions of other faculty
or   administrators.

EVALUATION
Please rate the following items relative to the peformance of each cluster member. Circle your response for each item.
Rating Scale

4 = Excellent	2 = Adequate	0 = Unable to Judge
3 = Strong	1 = Weak	

Cluster Leader: _____

4	3	2	1	0	1.	Thoroughness (Worked carefully to obtain complete understanding of programs.)
4	3	2	1	0	2.	Fairness (Objective, unbiased, etc.)
4	3	2	1	0	3.	Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial.)
4	3	2	1	0	4.	Questioning skills (Ablilty to elicit information.)
4	3	2	1	0	5.	Knowledge of credential areas.
4	3	2	1	0	6.	Understanding of the COA Accreditation Process.
4	3	2	1	0	7.	Leadership skills.
4	3	2	1	0		**OVERALL EVALUATION OF CLUSTER LEADER**

Would you recommend this person for service as a cluster leader on future COA Accreditation Teams?

Yes _____   No _____

Comments: _____

_____

Cluster Member: _____

4	3	2	1	0	1.	Thoroughness (Worked carefully to obtain complete understanding of programs.)
4	3	2	1	0	2.	Fairness (Objective, unbiased, etc.)
4	3	2	1	0	3.	Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial.)
4	3	2	1	0	4.	Questioning skills (Ablilty to elicit information.)
4	3	2	1	0	5.	Knowledge of credential areas.
4	3	2	1	0	6.	Understanding of the COA Accreditation Process.
4	3	2	1	0		**OVERALL EVALUATION OF CLUSTER MEMBER**

Would you recommend this person for service as a cluster member on future COA Accreditation Teams?

Yes _____   No _____

Comments: _____

_____

_____

Cluster Member: _____

4	3	2	1	0	1.	Thoroughness (Worked carefully to obtain complete understanding of programs.)
4	3	2	1	0	2.	Fairness (Objective, unbiased, etc.)
4	3	2	1	0	3.	Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial.)
4	3	2	1	0	4.	Questioning skills (Ablilty to elicit information.)
4	3	2	1	0	5.	Knowledge of credential areas.
4	3	2	1	0	6.	Understanding of the COA Accreditation Process.
4	3	2	1	0		**OVERALL EVALUATION OF CLUSTER MEMBER**

Would you recommend this person for service as a cluster member on future COA Accreditation Teams?

Yes _____   No _____

Comments: _____

_____

_____

COMMITTEE ON ACCREDITATION
ACCREDITATION TEAM MEMBER
EVALUATION OF THE ACCREDITATION PROCESS

Institution: _____

Cluster: _____

Dates: _____

On how many COA accreditation teams have you served? _____

EVALUATION
Please rate the following items relative to the accreditation process. Circle your response for each item.

Rating Scale

4 = Excellent

3 = Strong

2 = Adequate

1 = Weak or Not Done

0 = Unable to Judge

Pre-Visitation Preparation and Orientation

4 3 2 1 0   1. Materials and instructions from the Committee on Accreditation were received early enough.

4 3 2 1 0   2. Usefulness of the COA materials (Team Training Manual, Standards, Sample Forms, etc.) for understanding your responsibilities.

4 3 2 1 0   3. Program documents and materials from the institution were received early enough.

4 3 2 1 0   4. Usefulness of materials sent by the institution for understanding of the programs.

4 3 2 1 0   5. Helpfulness of the orientation activities held the first afternoon and evening.

4 3 2 1 0   6. Extent to which you feel that you were sufficiently prepared for the evaluation using the accreditation process.

Performance of the CTC/COA Consultant(s)

4 3 2 1 0   7. Assistance of the consultant(s) in preparing you for the accreditation visit.

4 3 2 1 0   8. Helpfulness of the consultant(s) during the accreditation visit.

4 3 2 1 0   9. Accessibility of the consultant(s) during the accreditation visit.

4 3 2 1 0   10. Extent to which the consultant(s) helped the visit to go smoothly.

Evaluation of Accreditation Visit

4	3	2	1	0	11.	Organization of the schedule (interviews, materials, logistics) for the visit.
4	3	2	1	0	12.	Sufficiency of the number of interviews to respond to all constituency areas.
4	3	2	1	0	13.	Sufficient information was available so that team/cluster could determine if standards were met.
4	3	2	1	0	14.	Sufficiency of time for the team/cluster to cover all standards during the process.
4	3	2	1	0	15.	Enough members on the accreditation team to sufficiently cover all programs.
4	3	2	1	0	16.	Extent to which you feel that the total team conducted a thorough review.
4	3	2	1	0	17.	Sufficiency of the exit interview to report on the team's findings.
4	3	2	1	0	18.	Conclusions in the team report were supported by specific evidence and detailed findings.
4	3	2	1	0	19.	Format and content of the team report were sufficient to guide the institution.

Overall Rating

4	3	2	1	0	20.	Overall, how do rate the COA accreditation visit?

General Comments about the accreditation visit, the accreditation model, or suggestions for improvement.

COMMITTEE ON ACCREDITATION
TEAM LEADER EVALUATION OF
ACCREDITATION CLUSTER LEADER AND CLUSTER MEMBERS

Directions: Please use this form to evaluate each cluster leader and cluster member. **The information provided on this form is for the internal use of the COA only, thus it will be kept confidential.**

Institution: _____

Dates of Visit: _____

Person Completing Form: _____

Cluster Name: _____

EVALUATION

Please rate the following items relative to the peformance of the cluster leader and each cluster member. Circle your response for each item.

Rating Scale

4	=	Excellent	2 = Adequate	0 = Unable to Judge
3	=	Strong	1 = Weak	

Cluster Leader: _____

4	3	2	1	0	1.	Thoroughness (Worked carefully to obtain complete understanding of programs.)
4	3	2	1	0	2.	Fairness (Objective, unbiased, etc.)
4	3	2	1	0	3.	Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial.)
4	3	2	1	0	4.	Questioning skills (Ablilty to elicit information.)
4	3	2	1	0	5.	Knowledge of credential areas.
4	3	2	1	0	6.	Understanding of the COA Accreditation Process.
4	3	2	1	0	7.	Leadership skills.

4	3	2	1	0	**OVERALL EVALUATION OF CLUSTER LEADER**

Would you recommend this person for service as a cluster leader on future COA Accreditation Teams?

Yes _____   No _____

Comments: _____

_____

_____

Cluster Member: _____

4	3	2	1	0	1.	Thoroughness (Worked carefully to obtain complete understanding of programs.)
4	3	2	1	0	2.	Fairness (Objective, unbiased, etc.)
4	3	2	1	0	3.	Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial.)
4	3	2	1	0	4.	Questioning skills (Ablilty to elicit information.)
4	3	2	1	0	5.	Knowledge of credential areas.
4	3	2	1	0	6.	Understanding of the COA Accreditation Process.

4	3	2	1	0	**OVERALL EVALUATION OF CLUSTER MEMBER**

Would you recommend this person for service as a cluster member on future COA Accreditation Teams?

Yes _____   No _____

Comments: _____

_____

_____

Cluster Member: _____

4	3	2	1	0	1.	Thoroughness (Worked carefully to obtain complete understanding of programs.)
4	3	2	1	0	2.	Fairness (Objective, unbiased, etc.)
4	3	2	1	0	3.	Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial.)
4	3	2	1	0	4.	Questioning skills (Ablilty to elicit information.)
4	3	2	1	0	5.	Knowledge of credential areas.
4	3	2	1	0	6.	Understanding of the COA Accreditation Process.

4	3	2	1	0	**OVERALL EVALUATION OF CLUSTER MEMBER**

Would you recommend this person for service as a cluster member on future COA Accreditation Teams?

Yes _____   No _____

Comments: _____

_____

_____

COMMISSION ON TEACHER CREDENTIALING
CLUSTER LEADER EVALUATION OF
ACCREDITATION TEAM LEADER AND CLUSTER MEMBERS

Directions: Please use this form to evaluate the team leader and each cluster member. **The information provided on this form is for the internal use of the COA only, thus it will be kept confidential.**

Institution: _____

Dates of Visit: _____

Person Completing Form: _____

Cluster Name: _____

EVALUATION
Please rate the following items relative to the peformance of the team leader and each cluster member. Circle your response for each item.
Rating Scale

4	=	Excellent	2	=	Adequate
3	=	Strong	1	=	Weak

0 = Unable to Judge

Team Leader: _____

4	3	2	1	0	1.	Thoroughness (Worked carefully to obtain complete understanding of programs.)
4	3	2	1	0	2.	Fairness (Objective, unbiased, etc.)
4	3	2	1	0	3.	Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial.)
4	3	2	1	0	4.	Questioning skills (Ablilty to elicit information.)
4	3	2	1	0	5.	Knowledge of credential areas.
4	3	2	1	0	6.	Understanding of the COA Accreditation Process.
4	3	2	1	0	7.	Leadership Skills.

4	3	2	1	0	**OVERALL EVALUATION OF TEAM LEADER**

Would you recommend this person for service as a team leader on future COA Accreditation Teams?

Yes _____   No _____

Comments: _____

_____

_____

Cluster Member: _____

4	3	2	1	0	1. Thoroughness (Worked carefully to obtain complete understanding of programs.)
4	3	2	1	0	2. Fairness (Objective, unbiased, etc.)
4	3	2	1	0	3. Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial.)
4	3	2	1	0	4. Questioning skills (Ablilty to elicit information.)
4	3	2	1	0	5. Knowledge of credential areas.
4	3	2	1	0	6. Understanding of the COA Accreditation Process.
4	3	2	1	0	**OVERALL EVALUATION OF CLUSTER MEMBER**

Would you recommend this person for service as a cluster member on future COA Accreditation Teams?

Yes _____   No _____

Comments: _____

_____

_____

Cluster Member: _____

4	3	2	1	0	1. Thoroughness (Worked carefully to obtain complete understanding of programs.)
4	3	2	1	0	2. Fairness (Objective, unbiased, etc.)
4	3	2	1	0	3. Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial.)
4	3	2	1	0	4. Questioning skills (Ablilty to elicit information.)
4	3	2	1	0	5. Knowledge of credential areas.
4	3	2	1	0	6. Understanding of the COA Accreditation Process.
4	3	2	1	0	**OVERALL EVALUATION OF CLUSTER MEMBER**

Would you recommend this person for service as a cluster member on future COA Accreditation Teams?

Yes _____   No _____

Comments: _____

_____

_____

COMMITTEE ON ACCREDITATION
CLUSTER MEMBER EVALUATION OF
ACCREDITATION TEAM LEADER/CLUSTER LEADER

Directions: Please use this form to evaluate the team leader and your cluster leader. **The information provided on this form is for the internal use of the COA only, thus it will be kept confidential.**

Institution: _____

Dates of Visit: _____

Person Completing Form: _____

Cluster: _____

EVALUATION
Please rate the following items relative to the peformance of the team leader and your cluster leader. Circle your response for each item.
Rating Scale

4 = Excellent	2 = Adequate	0 = Unable to Judge
3 = Strong	1 = Weak	

Team Leader: _____

4   3   2   1   0   1.   Thoroughness (Worked carefully to obtain complete understanding of programs.)

4   3   2   1   0   2.   Fairness (Objective, unbiased, etc.)

4   3   2   1   0   3.   Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial.)

4   3   2   1   0   4.   Questioning skills (Ablilty to elicit information.)

4   3   2   1   0   5.   Knowledge of Credential areas.

4   3   2   1   0   6.   Understanding of the COA Accreditation Process.

4   3   2   1   0   7.   Leadership Skills.

4   3   2   1   0   **OVERALL EVALUATION OF TEAM LEADER**

Would you recommend this person for service as a team leader on future COA Accreditation Teams?

Yes _____   No _____

Comments: _____

_____

_____

_____

Cluster Leader: _____

4	3	2	1	0	1.	Thoroughness (Worked carefully to obtain complete understanding of programs.)
4	3	2	1	0	2.	Fairness (Objective, unbiased, etc.)
4	3	2	1	0	3.	Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial.)
4	3	2	1	0	4.	Questioning skills (Ablilty to elicit information.)
4	3	2	1	0	5.	Knowledge of credential areas.
4	3	2	1	0	6.	Understanding of the COA Accreditation Process.
4	3	2	1	0	7.	Leadership Skills.

4   3   2   1   0   **OVERALL EVALUATION OF CLUSTER LEADER**

Would you recommend this person for service as a cluster leader on future COA Accreditation Teams?

Yes _____   No _____

Comments: _____

_____

_____

_____

Attachment D: Common Standards

Common   Standards

(The Common Standards deal with aspects of program   quality   that a r e
the same for all credential   programs.   The institution   responds   to e a c h
Common   Standard   by   providing   pertinent   information,   i n c l u d i n g
information   about   individual   programs.   For each Common   Sta nda rd ,
questions   are included   which   will assist team members   during   t r a i n i n g
and continuing   accreditation   reviews.   The questions   can also be u s e d
by institutions   as they reflect   upon the quality   of their   programs   a n d
for assistance   in the preparation   proposals   for initial   accreditation   o f
programs   and self-study   reports   for continuing   accreditation.   I n c l u d e d
with   the   Common   Standards   are particular   common   standards   i s s u e s
which   must be addressed for internship   programs.   Those   are found i n
italics.   Common standards issues which   must be addressed   for M u l t i p l e
and Single Subject Emphasis programs   follow   each Common   Standard.)

Committee   on   Accreditation

Adopted May 3, 1993

(Revised June 5, 1998)

(Revised October 15, 2000)

Common Standards

Standard 1

Education Leadership

The institution (faculty, dean/director and institutional administration) articulates and supports a vision for the preparation of professional educators. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty. Institutional leadership fosters cohesiveness in management; delegates responsibility and authority appropriately; resolves each professional preparation program's administrative needs as promptly as feasible; and represents the interests of each program in the institution, the education profession, and the school community.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How clear is the leadership's vision for the preparation of educators? How well does this vision shape the design and delivery of each credential program? What evidence is there that the leadership of the institution supports the goals and purposes of each program?

- How well does the leadership of the institution develop a unified sense of teamwork among the administrators of sub-units, including credential programs?

- How clear are the lines of authority and responsibility for the management of each credential program? In what manner are program coordinators involved in appropriate decision-making bodies within the institution?

- How prompt is the leadership of the institution in addressing and resolving problems in credential programs that are amenable to administrative solutions?

- How frequently and openly does the institutional leadership confer with the faculties who teach credential candidates and supervise their field experiences?

- To what extent is institutional leadership seen as an advocate for the credential programs within the institution, the education profession as a whole, and the local school community?

Internship   Programs

For an internship program: Each participating school district works with the institution to give appropriate attention to the effective operation of the program. Because interns function as employees of the school district, it is important that the school district ensure that the program is operating in a manner to further the educational goals of the district. The employing school district supports the goals and purposes of the program and assures the college or university that the appropriate support for the intern is available in the district.

Standard 2

Resources

Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How adequate are personnel resources (including sufficient numbers of full and part-time positions for instructional faculty, field supervisors and support personnel) to staff each credential program and maintain its effectiveness?

- How well does the institution provide a critical mass of faculty resources to provide breadth and depth of expertise to support an effective program of instruction and supervised field experience in each credential area? Do credential candidates have sufficient opportunity for contact with faculty members?

- To what extent do faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, computers, media, and instructional materials? Are these resources sufficient and adequate?

- To what extent do faculty, staff, and candidates have equitable and appropriate access to computer-based technology, information and network resources for teaching and learning?

- To what extent do faculty, staff, and candidates have adequate technical support services for maintenance and training to support instructional goals?

Internship Programs

For an internship program: Each participating school district works with the institution to provide sufficient resources to fulfill the needs of the program. Because interns function as employees of the school district, it is important that the school district provide sufficient resources, in addition to intern salaries, to assure the success of the program. The employing school district provides access to the resources to allow the intern to perform successfully in his or her position.

Standard 3

Faculty

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How effectively does the institution ensure that each credential program course and field experience is assigned to a faculty member who has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program?

- How does the institution develop and utilize recruitment policies and goals to ensure the equitable hiring of faculty in credential preparation programs?

- How does the institution ensure that all faculty members and field supervisors have current knowledge of schools and classrooms that reflect the cultural diversity of society?

- How well does the institution follow equitable procedures for the identification of effective and ineffective course instructors and field supervisors?

- What procedures are in place to remove ineffective course instructors and field supervisors from their assignments in credential preparation programs? How consistently are the procedures applied?

- How does the institution recognize excellence as a teacher, supervisor, and/or advisor in appointing, promoting and recognizing faculty members?

- How does the institution ensure that all faculty members (full time and part time) have access to adequate resources for their professional development, including resources to support research, curriculum study and program development?

Standard 4

Evaluation

The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent is the evaluation system based upon criteria that are related to the design, rationale, goals and objectives of each program, and to the competence and performance criteria that are used to assess candidates in the programs?

- How does the institution collect information about each program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, university and district supervisors, the employers of recent graduates, and each cohort of candidates during their enrollment and following their program completion? How comprehensively and frequently is information compiled?

- In what manner is evaluation information used to make qualitative decisions about credential preparation programs?

- As improvements in programs are considered, to what degree are they based on the results of program evaluation, the implications of new knowledge about teaching and schooling as it relates to each credential area, and the identified needs of schools and districts in the local service region?

- In what ways are meaningful and substantive opportunities provided for professional practitioners in multiple credential areas and persons who represent the diversity of the community to be involved in program evaluation and development activities?

Internship   Programs

For an internship program: The system of program evaluation and development includes representatives of the participating district(s), and representatives of persons who hold the affected credential from the participating district(s). Because interns perform the duties of fully certificated holders of the credential, it is important that representatives of these certificated employees, along with district representatives, participate fully in the development and evaluation of the internship program. The ongoing evaluation and development system includes substantive involvement from the institution, participating school districts, and representatives (the certificated exclusive representatives, if applicable) of holders of the affected credential.

Standard 5

Admission

In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The institution determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.

Commission-Adopted Credential Program Admission Requirements

Multiple and Single Subject Credential Programs - As a group, candidates admitted into the program each year have attained the median or higher in an appropriate comparison population on one or more indicators of academic achievement selected by the institution. Each individual has personal qualities and preprofessional experiences that suggest a strong potential for professional success and effectiveness as a teacher.

- For *BCLAD* Emphasis Programs, *BCLAD* candidates must be assessed for language eligibility for entry into the program.

- For Middle Level Emphasis Programs, candidates must have academic preparation in two or more subjects at a level equivalent to a supplementary authorization that may be joined in a core curriculum.

All Internship Programs - *Each internship candidate has had prior experiences and personal qualifications to enable candidates to perform at the level of responsibility required of an intern. Because interns perform the duties of fully certificated holders of the credential prior to the completion of a preparation program, it is important that they have had prior experiences which would adequately prepare them for the actual responsibilities of the position. When applicant's qualifications are evaluated, the program's admission criteria shall consider relevant experience and background to account for the increased responsibilities of interns.*

General Advanced Credential Program Admission Requirements - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution. Each individual has personal qualities and prior experiences that suggest a strong potential for professional success and effectiveness in the specialist or service area.

Library Media Teacher Credential Program Admission Requirements - Candidates admitted into the program have met requirements that are comparable to those of other advanced programs at the institution and have demonstrated professional qualities and experiences that indicate a strong potential for professional success and effectiveness as a library media teacher.

Health Services/School Nurse Credential Programs Admission Requirements - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent or higher than candidates admitted to other post-baccalaureate programs offered by the institution. Each admitted candidate holds valid licensure as a registered nurse in California and the appropriate academic degree as determined by the institution. Each individual has personal attributes and professional skills that suggest a strong potential for professional success and effectiveness as a school nurse.

Preliminary Administrative Services Credential Programs - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution. Each individual has a record of professional accomplishment demonstrating leadership potential, and exhibits consistent adherence to moral and ethical standards of behavior.

Professional Administrative Services Credential Programs - Candidates are admitted into the program in a timely way, once it has been determined that they have successfully completed academic programs for the Preliminary Administrative Services Credential that have been approved by the Committee on Accreditation, or have completed the equivalent at an out-of-state institution, and are employed by a local educational agency in an administrative position.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent are the admission criteria and procedures clearly described and available to prospective candidates for credentials?

- What are the multiple measures used by the institution to define the academic achievement and professional potential of credential candidates?

- For the basic teaching credential programs, does the institution define an appropriate comparison group? Does each admitted candidate have an undergraduate GPA that is above the median GPA for the comparison group?

- For advanced credential programs, does each admitted candidate meet the institutional standards for graduate study?

- How does the institution determine and evaluate each applicant's personal qualities and preprofessional qualifications, (including entry level computer skills) for example, personal interviews with candidates, written evaluation of candidates' prior experiences with children and youth, and prior leadership activities?

- What alternative criteria and procedures are used to encourage admission of candidates from underrepresented groups?

- To what extent do the institution's recruitment and admissions policies and practices reflect a commitment to achieve a balanced representation of the population by gender, race, ethnicity and disability and to encourage admission of candidates from the institution's service area?

- How do the admissions criteria consider the candidates' sensitivity to (and interest in) the needs of children and youth, with special consideration for sensitivity to those from diverse ethnic, cultural and socio-economic backgrounds?

Standard 6

Advice and Assistance

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does the institution ensure that student services, including academic advisement, professional assessment, personal counseling and career placement services are provided by qualified individuals who are assigned those responsibilities?

- Are student services provided equitably and made available when the candidates need them?

- In what manner does the institution provide (a) advice regarding the realities and opportunities for entry into different areas of professional service and (b) assistance for candidates in the pursuit of employment upon completion of their programs?

- What special opportunities are provided for candidates who need special assistance? How are candidates provided with information about the availability of special assistance?

- How does the institution review each candidate's competence at designated checkpoints, inform the candidates of their status, provide opportunities for corrective learning, and only then dismiss those who are determined to be unsuited for professional service?

- How are the requirements for each credential program and information about available services made accessible to prospective and current candidates?

- How well does the institution ensure that each candidate is informed in writing early in his/her program about the program's prerequisites, coursework requirements, field experience requirements, and the specific deadlines for making satisfactory progress in the program? How are candidates informed about the legal requirements for state certification? How

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are they also informed about the individuals who are available to provide services to them?

• In what manner is each candidate informed about institutional grievance and appeal procedures?

Internship Programs

For an internship program: Faculty from the institution develop an individual plan for the mentoring support and professional development of each intern while in the program. Because interns perform the duties of fully certificated holders of the credential, it is important that they have support in the performance of their tasks and the planning for their professional development. This support should be similar to that which is provided for new teachers hired by the district. Specifically, they should have an individual plan for professional developmentand the support of one or more mentor teachers. The individual plan for support and professional development is developed for each intern in consultation with the intern and the employing school district.. The individual plan includes the provision for mentoring experiences.

Standard   7

School   Collaboration

For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.

Questions   to   Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- For each credential preparation program, to what extent does an effective and ongoing system of communication and collaboration exist between the institution and local districts and school sites where candidates are placed for their field experiences?

- To what extent does the institution, in consultation with local administrators and teachers, have clear, explicit criteria for the selection of schools and district field experience supervisors? How effectively does the institution seek to place candidates in self-renewing schools in which the curriculum and the staff develop continually?

- To what extent is there a description of the fieldwork/clinical experience options that are available and how those options correspond to the organizational structure and academic requirements of each credential program?

- How does the institution ensure that each credential candidate's field/clinical experiences are planned collaboratively, involving the candidate, school district personnel and institutional personnel?

- To what extent does the institution provide opportunities for candidates to be placed in schools where computer-based technology is used to support teaching and learning?

- How thoroughly does the institution periodically review the suitability and quality of all field placement sites?

- To what extent does the institution review each candidate's fieldwork/clinical placement to ensure that candidates are assigned to appropriate sites supervisors?

- How well developed is the institution's plan and rationale for the sequence of field experiences in each credential program?

Internship   Programs

*For an internship   program: The very   nature of an internship   program requires
collaboration at every   stage of the program.   This includes   the selection of district
supervisors of interns, placement of interns in teaching positions and shaping a n d
evaluation of the internship assignments.*

Standard 8

District Field Supervisors

Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does the institution ensure that each candidate's field experiences are supervised by district personnel who have state certification, academic preparation and successful experience in the credential area? How do they determine that they have remained current with changes in the profession and the student population?

- How thoroughly and promptly does the institution provide for the effective role-orientation and supervisory training of each district field experience supervisor.

- To what extent does each district field experience supervisor demonstrate skills in observation and coaching techniques and in ways of successfully fostering learning in adults?

- How are fieldwork/clinical experiences evaluated collaboratively, involving the candidate, school district personnel and institutional personnel?

- To what extent does the institution recognize and reward district field experience supervisors for their services, through letters of recognition or incentives, such as tuition credits, conference attendance allowances, or instructional materials?

Internship Programs

Each intern receives support from one or more certificated person(s) who are assigned at the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment. Each person who supports one or more interns is trained in support techniques, oriented to the support role and appropriately evaluated, recognized and rewarded by the institution and/or the district. Support personnel are particularly important because interns do not have the benefit of the assistance of a cooperating (supervisory) teacher as a student teacher would have.

Attachment E:

Educator Preparation for California 2000:

The Accreditation Framework

Created by:

| The Accreditation Advisory Council | The Professional Services Division |

Commission on Teacher Credentialing

1812 Ninth Street

Sacramento, California 95814-7000

The Commission on Teacher Credentialing

State of California
Pete Wilson, Governor
April 1995

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Scott Harvey, Vice Chair	Public Representative
Phillip Barker	Middle School Teacher
Pamela Davis	Department of Education
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Barbara Merino	University of California
Erwin Seibel	California Postsecondary Education Commission
Henrietta Schwartz	California State University

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The Committee on Accreditation

In 1994 a Nominating Panel of
six distinguished professional educators
assisted the Commission on Teacher Credentialing in
selecting, from 137 nominated professionals,
the twelve initial members of the
Committee on Accreditation for the
education profession in the State of California.

◆◆◆ **Committee Membership: 1995-97** ◆◆◆

Carol Barnes	Professor, Elementary Education	California State University, Fullerton
Barbara Burch	Dean, School of Education	California State University, Fresno
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Irving Hendrick	Dean, School of Education	University of California, Riverside
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Acknowledgments

For her visionary leadership in a pioneering effort, the California State Commission on Teacher Credentialing salutes State Senator Marian Bergeson, whose strong support and thoughtful guidance enabled the Commission to adopt this policy framework as well as other important reforms in California teacher education.

The Commission thanks the Accreditation Advisory Council for creative ideas and significant insights that formed the basis of this *Accreditation Framework*. As advisors to the Commission, members of the Council provided outstanding service to the education profession and the people of California.

The Accreditation Advisory Council had the benefit of excellent leadership by its elected Chairs and Vice-Chairs. The Chair and Vice-Chair from 1991 through 1993, Margaret Bonanno of the Oak Grove School District and David Wampler of the University of California, Davis, skillfully led the Council to a consensus of support for this *Accreditation Framework*.

The Commission is also grateful to the many professional educators who reviewed successive drafts of the *Framework*. Significant assistance was provided by Jan Mendelsohn of the Chancellor's Office, California State University, and Ami Zusman of the President's Office, University of California.

Finally, the Commission is grateful to three members of its professional staff for significant contributions to the *Accreditation Framework:* David Wright, Director of Professional Services; Bob Salley, Administrator of Program Evaluation; and John McLevie, Consultant in Program Evaluation and Research. Additional consultants in the Professional Services Division who made important contributions were Carol Bartell, Larry Birch, Joe Dear, Michael McKibbin, Marie Schrup and Priscilla Walton.

The Commission accepts full responsibility for the *Framework*, and looks forward to its successful implementation with the assistance of many professional educators.

Educator Preparation for California 2000:
The Accreditation Framework

Educator Preparation for California 2000: The Accreditation Framework

1995

This *Accreditation Framework* was prepared by the Accreditation Advisory Council and the Professional Services Division of the Commission on Teacher Credentialing pursuant to Senate Bill 148 by Senator Marian Bergeson (Chapter 1455, Statutes of 1988). On May 7, 1993, the Commission adopted the *Accreditation Framework* for subsequent implementation under Senate Bill 655 (Bergeson, Chapter 426, Statutes of 1993), which became effective on January 1, 1994. The text of Senate Bill 655 is in Appendix 1.

Introduction to the Accreditation of Educator Preparation

This *Framework* addresses the accreditation of colleges and universities that prepare teachers and other educators for professional state certification in California. Accreditation is an assurance of quality in the preparation of professional educators, and is therefore important to the Commission, the education profession, the general public, and the accredited institutions. This Introduction to the *Framework* describes the context for accreditation of educator preparation in California, and articulates several principles for a new accreditation system in the field of educator preparation. Consistent with these principles, specific accreditation policies are in Sections One through Eight and Appendices One through Three of the *Framework*.

California Students in the 21st Century ●●●

In the next century, California citizens will confront new challenges and opportunities. An increasingly complex and competitive economy will demand that individuals, institutions and corporations respond productively to new technologies and resources for obtaining and interpreting information, making sound decisions, and using ideas effectively. Mastering specific job skills and learning traditional information will not suffice because the "half-life" of skills and information is becoming increasingly short.

Californians must also be prepared to succeed in an increasingly diverse culture. Soon the adult population of the state will reflect that of the schools -- no cultural group will constitute a majority. Ethnic, language and gender groups are establishing new economic roles and productive relationships in California. Learning to see the world through diverse perspectives and to communicate in multiple languages will be increasingly important for the personal and financial success of future students.

In the schools, studies of language, literature and the arts, history and the social sciences, mathematics and the natural sciences must respond to contemporary realities to keep pace with social and technological changes.   Future writers, scientists, artists, historians and other leaders must invent and use new paradigms that will enable all Californians to prosper in a changing environment.   These and other future challenges confront the students who attend California schools.   To enable all students to meet these challenges and attend excellent schools, California must ensure the qualifications of professional educators who serve in the schools.

California Schools in the 21st Century   ●●●

To become productive, active, healthy citizens, students need to interact with competent and caring educators in every school.   In the early years, learners' motivations and interests must be encouraged and fulfilled by dynamic, responsive teachers who are well prepared in the broad curriculum of early education, and who present that curriculum in developmentally appropriate ways. Young students' needs will become more diverse in the future, so their teachers must be assisted by effective school leaders and specialists who are specifically prepared to develop the children's educational, linguistic and personal capabilities before their early needs become critical problems.

As students enter middle childhood and early adolescence, their physical and emotional needs demand active, hands-on instruction in school environments that emphasize social responsibility and personal accountability.   As youngsters advance in their studies, their teachers must have increasing depth of knowledge and competence in the subjects of their basic education.   To make sense of contemporary life, students need the support of integrated teams of teachers, counselors, psychologists, social workers and other specialists.   Learning to find and use information and ideas requires assistance by professional librarians in the schools. Successful passage through the critical middle years also requires the firm, thoughtful guidance of school leaders who understand the growth and education of early adolescents.

Whether they proceed to postsecondary education or immediately to the world of work, high school students must become thoughtful learners of the full range of academic subjects: English, other languages, history, the arts and humanities, mathematics, the sciences and physical education.   These advanced learners must have access to subject matter specialists who are effective at teaching the core disciplines.   They must be assisted effectively by qualified health specialists, guidance counselors, information technologists, school psychologists, and attendance officers.   The managers of complex high schools must be particularly effective as planners, communicators, and leaders.

When the new century begins, professional educators will continue to be the primary catalysts for student learning.   The complex needs of individual learners cannot be met fully if educators function individually.   Increasingly, the success of education will depend on the preparation and ability of individual educators to serve as productive members of professional teams that will be responsible for the educational and personal progress of groups of students.

Educator Preparation for the 21st Century ●●●

The future needs of students and schools have important implications for educator preparation. Professional educators need to bring many important qualities into school learning environments. They should be well educated in the core curriculum and the essential skills of writing, reading and reasoning. Educators should also be persons who embrace core values such as honesty, respect for diversity, commitment to social justice, and openness to change.

Core values and knowledge will be essential *but not sufficient* in the increasingly diverse and complex schools of the future. With increasing student variability, changing social conditions in our communities, and new developments in many disciplines of knowledge, it is no longer possible for generalists in education to serve all the legitimate purposes of education effectively. Individual educators should have increasingly specialized abilities along with the talent and commitment to serve collaboratively with other professionals.

Prospective educators therefore need basic general education followed by specialized professional studies, supervised practica and preparation to serve in diverse settings. Future classroom teachers need an integrated curriculum of content studies; analyses of teaching, learning and human development; and increasing responsibilities for the instruction of students. Other prospective educators need specialized studies and practica in school administration, career counseling, language development, psychological assessment, information science, school health and several related fields.

These essential components of educator preparation cannot simply be *included* in each professional's education; each element should be characterized by excellent teaching, disciplined research, productive dialogue and a spirit of inquiry and investigation. Preprofessional experiences in the schools should be carefully planned, supervised and assessed by qualified institutional personnel in relation to realistic expectations related to the competence of entry-level professionals. As prospective educators acquire their own postsecondary education, they must interact with competent, caring role models as well as committed students with diverse professional goals. Both the curriculum and the institutional environment of educator preparation should be *educative* in the highest sense.

Professional Accreditation and Certification ●●●

Professional accreditation is the process of ascertaining and verifying that, at each college and university that prepares individuals for state certification, sufficient quality characterizes that preparation. State certification is the process of ascertaining and verifying the qualifications of each future member of a profession like education. These two processes -- professional accreditation and state certification -- have distinct objectives but they serve a common set of overarching purposes. It is critical, therefore, that accreditation and certification function as *an integrated system* for the purposes that are outlined below.

In education, the first purpose of a professional accreditation and certification system is to assure the public, the students and the profession that future educators have access to excellence in content education, specialized preparation and professional practica in education, and that these components of educator preparation are oriented to the educational needs of future elementary and secondary students. Assuring excellence in educator preparation is the distinctive objective of *accreditation* in this system. Ensuring that each licensed educator has completed accredited preparation is the distinctive function of *certification*. By integrating accreditation with certification, policymakers can also ensure that educator preparation will be responsive to the critical dynamic needs of elementary and secondary schools.

A second essential function of an accreditation-certification system is to ensure that future educators have actually acquired abilities and perspectives that are essential for fulfilling specified professional responsibilities such as teaching or other services in schools. To ensure that professional credentials provide such assurances, *certification* decisions should be based on valid assessments of accepted standards of competence for entry-level service as professional educators. *Accreditation* also contributes to these assurances by ascertaining and verifying that each candidate's growing competence is assessed and confirmed by an accredited institution. An integrated accreditation-certification system provides the strongest possible assurance that professional credentials are awarded to individuals who have earned them on the basis of their competence.

A third critical purpose of accreditation and certification is to verify that each educator's specialized preparation and attainments are appropriate for the assignment of particular responsibilities in schools, and that these responsibilities are related to his or her preparation and expertise in the profession. Assuring the appropriateness of specialized preparation for future responsibilities is a distinctive objective of *accreditation* in the system. Verifying that each educator's responsibilities are based on actual preparation and expertise is a function of *certification*. An integrated system of accreditation and certification maximizes the prospect that assigned duties will be consistent with prior preparation and competence as an educator.

Finally, the fourth goal of an accreditation-certification system is to contribute to broader efforts to enhance the personal stature and professional standing of teachers and other educators as members of a profession that has a strong base of specialized knowledge and a demonstrated record of accomplishment in elementary and secondary schools. Related to this important goal, an objective of *accreditation* in education is to foster improvements in the design, content and delivery of professional curricula and practica, and in the selection, guidance, supervision and assessment of candidates. A related objective of *certification* is to provide reliable information about the collective knowledge, competence and accomplishments of professional educators. Functioning together, accreditation and certification have greater capacity to enhance the stature of education as a profession in the eyes of students, parents and other citizens.

The overall effectiveness of education in California depends, in part, on the systemic cohesiveness of educator preparation, accreditation, assessment and certification. Attempts to disassemble the components of this system may serve the interests of some of its participants, but the effective education of elementary and secondary students requires that they be integrally linked. This linkage with the certification system is one of seven essential attributes of an accreditation system for educator preparation institutions in California.

Key Attributes of Accreditation in a Certification System ●●●

Prior to reviewing accreditation policies originally proposed by the Advisory Council, the Commission decided that an accreditation system in education should have s e v e n essential attributes, which were published in a preliminary report entitled *Educator Preparation for California 2000: Background Information for a New Accreditation Framework* (November, 1991). The seven essential attributes of an accreditation s y s t e m are summarized below. In drafting the accreditation policies in this *Framework*, t h e Accreditation Advisory Council and the Commission's professional staff sought to i n c o r - porate these attributes in a new accreditation system for California educators.

First Attribute of Accreditation: Orientation to Educational Quality. Accre-ditation policy should focus primarily on the educational *quality* of educator preparation in colleges and universities. Accreditation *standards* should describe l e v e l s of quality that are deemed to be acceptable by the body that has statutory r e s p o n s i b i l i t y for accreditation standards, which is the Commission. Standards should not focus o n purely technical or operational aspects of educator preparation, but should e n a b l e trained reviewers with professional expertise to find out whether educator p r e p a r a t i o n in an institution is characterized by acceptable levels of quality.[1]

Accreditation *reviews* should also be oriented to issues of quality. During a review, t h e judges need to obtain evidence that relates to the educational quality of p r e p a r a t i o n programs and policies within the institution. Through experience, expertise a n d training, the reviewers must be skilled at discerning the important from the u n i m p o r - tant in educator preparation.

The *results* of accreditation reviews should also bear on issues of quality in the e d u c a - tion of educators. The findings and recommendations of accreditation reviewers s h o u l d focus on important matters of quality. Accreditation decisions should hinge on f i n d i n g s that are educationally significant and clearly related to quality-oriented standards.

Second Attribute: The Professional Character of Accreditation. Professional educators should hold themselves and their peers accountable for the quality of p r o f e s - sional education. Professionals should be involved intensively in the entire a c c r e d i t a - tion process. They should create accreditation standards, conduct accreditation r e v i e w s , and make accreditation decisions. Participants in these aspects of accreditation s h o u l d have experience, expertise and training that are appropriate for their specific roles i n accreditation. In each step of accreditation, decisions should emerge from c o n s u l t a t i v e procedures, and should reflect the consensus of the professional participants.

The general public has a compelling interest in accreditation decisions that are part o f the public education system in California. So do professionals whose work is judged *b y* the accreditation system, or whose future success depends *on* its results and e f f e c t i v e - ness. The expertise and experience of the accreditors should be credible to the g e n e r a l public *and* the education profession in California.

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[1]   In addition to quality standards, accreditation systems often include requirements for compliance, which are usually more technically focused than the standards. Often called "preconditions," these compliance requirements are appro-priate secondary elements of an accreditation system.

Third Attribute: Breadth and Flexibility. For institutions to be effective in a dynamic state like California, they must be creative and responsive to the changing needs of prospective educators. In a society as diverse as California, universities and colleges must also be highly varied in their missions and philosophies. Accreditation should not force institutions to conform to prescribed patterns unless these conventions have a firm basis in principles of educational quality and equity.

Accreditation standards should be drawn so different institutions can meet them in a variety of acceptable ways. There *are* acceptable and unacceptable forms of educator preparation; accreditation should differentiate between them. There are also *multiple ways* of educating prospective educators acceptably; accreditation should not favor any of these over the others.

Accreditation standards should relate to broad domains of educator preparation, not to specific practices or procedures. They should describe *levels of quality* without stipulating *how* institutions are to comply. Explanations of the standards should clarify their meaning without making the standards restrictive. The expertise and training of accreditation reviewers should, moreover, emphasize the importance of preserving institutional diversity and creativity.

Fourth Attribute: Intensity in Accreditation. Accreditation should focus with *intensity* on key aspects of educational quality. The process should allow and encourage divergence among programs and institutions, and should also be exacting in assembling key information about critical aspects of educational quality. The *scope* of accreditation should be comprehensive, and the information generated by the review process should be sufficient to yield *reliable judgments and conclusions* by the reviewers.

Accreditation standards should encompass the critical dimensions of educator preparation. In order to recommend an institution for accreditation, experienced professional reviewers should be satisfied that the institution provides a comprehensive array of excellent learning opportunities for future educators. The reviewers should not have a gnawing concern that 'something is missing here.'

Accreditation decisions should be based on information that is sufficient in breadth and depth for the results to be credible and dependable. Regarding each broad standard, accreditation reviewers need to fully understand the educationally important aspects of educator preparation at the institution. If an accreditation system relies on information that is too superficial or incomplete to serve as a basis for sound decisions, its lack of reliability will foster mistrust in the institutions and contempt in the profession.

Intensity in accreditation (Attribute 4) is consistent with a focus on quality (Attribute 1), involvement of professionals (Attribute 2), and breadth and flexibility (Attribute 3). To find out if broad, quality-oriented standards are met, and to make reliable judgments and sound recommendations, reviewers need to assemble a considerable body of data that is *collectively* significant. It is not necessary that each item of compiled information be critically important *on its own*.

Fifth   Attribute: Integration   with   the   Certification   System. As noted earlier, accreditation and certification should function in ways that are systemically coherent, in order to ensure the appropriateness of specialized preparation for the future responsibilities of professional educators.

There would be no reason to require future educators to earn credentials, or to pursue excellent preparation, if their subsequent professional responsibilities in schools were 'out-of-sync' with their preparation.   There would also be little reason to include an accreditation process in the certification system if the preparation and expertise that accreditation verifies were not directly linked to the authorizations of credentials.

For these reasons, accreditation decisions about postsecondary institutions should parallel the kinds of decisions to be made about individual educators in the certification system.   Accreditation decisions should be as specialized and specific as the authorizations of credentials because the latter are based, in part, on specialized preparation in accredited institutions.   To the extent that the credential structure differentiates among distinct professional roles and responsibilities, these distinctions must be based, in part, on an accreditation system that has a parallel structure.

Sixth   Attribute: Contributions   of   Accreditation   to   Improved   Preparation. Accreditation standards, reviews and decisions should contribute to improvements in the preparation of educators.   The quality of an institution's policies, practices and outcomes should improve as its faculty, administrators and students strive to meet accreditation standards.   The institution's offerings should also benefit from the quality orientation of an accreditation review.   When these effects of accreditation fall short, however, specific accreditation decisions should also provoke needed improvements in educator preparation institutions.

For improvements to occur, accreditation reviews must identify and describe weaknesses in the quality of an institution's offerings.   Rather than viewing accreditation reviews as troublesome or intimidating forms of interference, institutions should expect substantive benefits from an intensive, professional, quality-oriented process. Over time, the Commission should reexamine its accreditation policies to ascertain whether substantive improvements are actual bi-products of those policies.

Seventh   Attribute: Efficiency   and   Cost-Effectiveness.   An accreditation system should fulfill its purposes efficiently and cost-effectively.   Review procedures, decision processes and reporting relationships should be streamlined and economical. Participants' roles should be clearly defined, and communications should be efficient.

There are costs associated with establishing standards, training reviewers, assembling information, preparing reports, conducting meetings and checking the accuracy of data and the fairness of decisions.   Containing these costs is an essential attribute of accreditation, but efficiency must not undermine the capacity of accreditors to fulfill their responsibilities to the public and the profession.   Accreditation costs, which are borne by institutions, individual accreditors and the accrediting body, should be reviewed periodically by the Commission in relation to the key purposes of accreditation.

A New Structure for Professional Accreditation   ●●●

This policy framework by the Commission on Teacher Credentialing emphasizes the *professional character* of accreditation in education. Professionals have a responsibility to hold their peers accountable for established standards. Before adopting this *Framework,* the Commission relied on practitioners and other experts to create the standards for evaluating educator preparation in each teaching and specialty area. For several years, professional educators also engaged in local program reviews on behalf of the Commission. The most far-reaching change created by this *Framework* is the empowerment of professionals to make accreditation decisions.

Consistent with the need for professionalism at all levels of accreditation, the Commission is implementing this *Framework* by creating a small body of leading educators who bring extensive professional expertise to bear on accreditation decisions. The Committee on Accreditation consists of experienced, highly-respected professionals who can determine the accreditation of postsecondary institutions without reference to organizational perspectives because they do *not* represent specific organizations, institutions or constituencies.

As defined in Section 2 of this *Framework* (pp. 11-13), the Committee on Accreditation is expected to bring its extensive expertise to bear on professional judgments regarding quality issues and concerns in the field of educator preparation. The Committee makes accreditation decisions consistent with the Commission's accreditation standards and other policies. The Committee also informs and advises the Commission on policy issues that relate to academic content and purposes, and on the maintenance of excellent college and university programs for prospective educators throughout the State. Delegation of these significant professional responsibilities to the Committee on Accreditation effectively establishes a new organizational structure for the accreditation of educator preparation in California.

Accreditation   Policies

Sections 1 through 8 of the *Framework* are based on California Education Code Sections 44370 through 44374, which are in Appendix 1.

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Section   1
Authority   and   Responsibilities   of   the
Commission   on   Teacher   Credentialing

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Pertaining   to the accreditation   of educator   preparation,   the   authority   and   responsibilities   of the Commission on Teacher Credentialing include the following.

A. Responsibilities   Related   to   Accreditation   Policies   ▲▲▲

1. **Adopt and Modify the *Accreditation   Framework*.** The Commission has the authority   and responsibility   to adopt an *Accreditation   Framework,* "which sets forth the policies of the Commission regarding   the accreditation   of educator   preparation   in   California" (Education   Code Section 44372-a).   The present   document   is the adopted *Accreditation   Framework*.   The Commission may modify the *Framework* in accordance   with Section 8 of the *Framework*. Modifications occur in public meetings after the Commission considers relevant information   provided by the Committee on Accreditation, institutions, accreditation team members, the Commission's staff, and other concerned individuals. The Commission determines when a policy modification takes effect.

2. **Establish   and   Modify   Standards   for   Educator   Preparation.** Pursuant to Education Code Section 44372-b, the Commission has the authority   and responsibility to establish and modify standards for educator preparation in California.

B. Responsibilities   Related   to   Accreditation   Decisions   ▲▲▲

1. **Initial Accreditation   of Institutions.** In accordance   with Education Code Sections 44227-a and 44372-c and Section 4 of this *Framework*, the Commission determines the eligibility of an institution that applies for initial accreditation and that has not previously prepared educators for state certification in California. The Commission accredits institutions that meet the criteria that have been adopted for that purpose by the Commission. Institutional accreditation by the Commission establishes the eligibility of an institution to submit specific program proposals to the Committee on Accreditation.

2 . Hear and Resolve Accreditation Appeals. The Commission hears appeals of accreditation decisions, which must be based on evidence that accreditation procedures or decisions were "arbitrary, capricious, unfair, or contrary to the policies of the Commission or the procedural guidelines of the Committee on Accreditation" (Education Code Section 44374-e). The Commission resolves each appeal, and the Executive Director communicates the Commission's decision to the Committee on Accreditation, the accreditation team, and the affected institution.

C. Responsibilities Related to the Committee on Accreditation ▲▲▲

1 . Establish a Nominating Panel. In collaboration with the Accreditation Advisory Council and subsequently with the Committee on Accreditation, the Commission establishes a Nominating Panel to solicit and screen nominations and recommend educators to serve on the Committee on Accreditation.

2 . Appoint the Committee on Accreditation. Pursuant to Education Code 44372-d and Section 2 of this *Framework,* the Commission appoints members and alternate members of the Committee on Accreditation for specific terms. The Commission selects the Committee members and alternate members from nominees submitted by the Nominating Panel. The Commission ensures that the Committee on Accreditation is professionally distinguished and balanced in its composition, but does not appoint members to represent particular institutions, organizations or constituencies.

3 . Address Issues and Refer Concerns Related to Accreditation. The Commission considers issues and concerns related to accreditation that it identifies, as well as those brought to the Commission's attention by the Committee on Accreditation, postsecondary institutions, the Commission's staff, or other concerned individuals or organizations. At its discretion, the Commission may refer accreditation issues and concerns to the Committee on Accreditation for examination and response.

4 . Review Annual Reports by the Committee on Accreditation. The Commission reviews *Annual Accreditation Reports* submitted by the Committee on Accreditation. *Annual Reports* include standard information about the dimensions and results of the accreditation process. *Annual Reports* may also identify the Committee's issues and concerns, but these may be presented to the Commission separately from the *Annual Reports*.

D. Responsibilities Related to the Accreditation System ▲▲▲

1 . Allocate Resources Annually for Accreditation Operations. The Commission annually allocates resources for accreditation operations to implement this *Accreditation Framework*. Consistent with the Commission's general practice, staff assignments to accreditation operations are made by the Executive Director, in accordance with state budgets, laws and regulations.

2. **Jointly Sponsor an External Evaluation of Accreditation Policies and Practices.** The Commission shares responsibility with the Committee on Accreditation for the design and implementation of a comprehensive evaluation of accreditation policies and the selection of an external evaluator to conduct the evaluation, pursuant to Section 8 of this *Accreditation Framework*.

3. **Review and Sponsor Legislation Related to Accreditation.** The Commission reviews legislative proposals to amend the Education Code related to the accreditation of educator preparation institutions. As the need arises, the Commission sponsors legislation related to accreditation, after considering the advice of the Commission's professional staff, the Committee on Accreditation, educational institutions and professional organizations.

> # Section 2
> # Functions and Appointment of
> # the Committee on Accreditation

The functions, membership and appointment of the Committee on Accreditation are set forth in Education Code Section 44373 and this section.

A. Functions of the Committee on Accreditation   ▼▼▼

1. **Comparability of Standards.** In accordance with Section 3 of this *Framework*, the Committee determines whether standards submitted by institutions under Option 2 (National or Professional Program Standards) or Option 5 (Alternative Program Standards), taken as a whole, provide a level of program quality comparable to standards adopted by the Commission under Option 1 (California Program Standards). If the Committee determines that the proposed standards are collectively comparable in breadth and depth, when taken as a whole, to the Commission-adopted standards, the Committee on Accreditation may approve the proposed standards as Program Standards in California.

2. **Initial Accreditation of Programs.** The Committee reviews proposals for the initial accreditation of programs submitted by institutions that have been determined eligible by the Commission. New programs of educator preparation may be submitted under Options One, Two, Four or Five in Section 3. If the Committee determines that a program meets all applicable standards, the Committee grants initial accreditation to the program.

3. **Continuing Accreditation Decisions.** After reviewing the recommenda-tions of accreditation teams and the responses of institutions, the Committee makes decisions about the continuing accreditation of educator preparation institutions and programs, consistent with Section 6 of this *Framework*. Pertaining to each institution, the Committee makes one of three decisions: Accreditation, Accreditation with Stipulations, or Denial of Accreditation.

4. **Accreditation Procedures.** Consistent with the terms of Section 6, the Committee recommends appropriate guidelines for self-study reports and other accreditation materials and exhibits to be prepared by institutions. The Committee also adopts guidelines for accreditation team reports, which emphasize the use of narrative, qualitative explanations of team recommendations. The Committee may provide additional guidance to institutions, teams and the Executive Director regarding accreditation visit procedures. The procedural guidelines of the Committee are published by the Commission as an *Accreditation Handbook.*

5. **Monitor the Accreditation System.** The Committee monitors the performance of accreditation teams and oversees other activities associated with the accreditation system.

6. **Annual Reports, Recommendations and Responses.** The Committee presents *Annual Accreditation Reports* to the Commission. *Annual Reports* include standard information about the dimensions and results of the accreditation process. The Committee also advises the Commission about policy changes to improve the quality and integrity of the accreditation process.

7. **Meet in Public Sessions.** The Committee conducts its business and makes its decisions in meetings that are open to the public, except as provided by statute.

8. **Jointly Sponsor an External Evaluation of Accreditation Policies and Practices.** The Committee shares responsibility with the Commission for the design and implementation of a comprehensive evaluation of accreditation policies and the selection of an external evaluator to conduct the evaluation, pursuant to Section 8 of the *Framework.*

B. Membership of the Committee on Accreditation ▼▼▼

1. **Membership Composition.** The Committee consists of twelve members. Six members are from postsecondary education institutions, and six are certificated professionals in public schools, school districts, or county offices of education in California. Selection of members is based on the breadth of their experience, the diversity of their perspectives, and "their distinguished records of accomplishment in education" (Education Code Section 44373-a). All members serve as members-at-large. No member serves on the Committee as a representative of any organization, institution, or constituency. To the maximum extent possible, Committee membership is balanced according to ethnicity, gender, and geographic regions. The Committee includes members from elementary and secondary schools, and from public and private postsecondary institutions. The elementary and secondary school members include at least one certificated administrator, one teacher, and one role specialist. The postsecondary members include at least one administrator and one faculty member, both of whom must be involved in professional teacher education programs.

2. Membership Criteria. The criteria for membership on the Committee are: evidence of achievement in the education profession; recognized professional or scholarly contributions in the field of education; recognition of excellence by peers; experience with and sensitivity to issues of human diversity; distinguished service in the field of educator preparation; knowledge of issues related to the preparation and licensing of education professionals; length of professional service; and possession of appropriate educational degrees and professional credentials.

C. Appointment of the Committee on Accreditation ▼▼▼

1. Nominating Panel. A Nominating Panel of six distinguished members of the education profession in California identifies and nominates individuals to serve on the Committee on Accreditation. The Nominating Panel is comprised of three college and university members and three elementary and secondary school members. The Commission and the Accreditation Advisory Council must reach consensus on the members of the initial Nominating Panel. Subsequently, the Commission and the Committee on Accreditation will reach consensus on new members of the Nominating Panel. The terms of Nominating Panel members are four years long. Members of the Panel may not serve more than one term.

2. Nomination of Committee Members. To select members for the Committee on Accreditation, the Nominating Panel solicits nominations from professional organizations, agencies, institutions, and individuals in education. Each nomination must be submitted with the consent of the individual and the nominee's professional resume. Self-nominations are not accepted.

3. Selection of Initial Committee Members. Based on the membership criteria and the principles of balanced composition set forth in this section, the Nominating Panel recommends for initial appointment twenty-four highly qualified nominees who are drawn equally from colleges and universities (twelve nominees) and elementary and secondary schools (twelve nominees). The Commission appoints the twelve members and six alternate members of the Committee by selecting from the nominations submitted by the Panel.

4. Terms of Appointment. The Commission appoints members of the Committee on Accreditation to three-year terms. However, the initial appointees include six members with two-year appointments and six with three-year appointments. A member may be renominated and reappointed to a second term of three years. A member may serve a maximum of two terms on the Committee.

5. Selection of Subsequent Committee Members. Prior to the conclusion of the Committee members' terms, the Nominating Panel again submits nominations to the Commission, which must be drawn from individuals who have been nominated and reviewed. The Panel submits twice as many nominees as the number of pending vacancies on the Committee. The Commission fills each Committee seat and alternate position by selecting from the nominations.

6. Committee Vacancies. When a seat on the Committee becomes vacant prior to the conclusion of the member's term, the Executive Director fills the seat for the remainder of the term by appointing a replacement from the list of alternate members.

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│                    Section   3                          │
│             Accreditation   Standards                   │
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There are two categories of accreditation standards for institutions that prepare profes-
sional educators in California. An accredited institution is expected to satisfy the
standards in both categories.

Category I. Common Standards relate to aspects of program quality that are the
same for all credential programs. This category includes standards regarding the
overall leadership and climate for educator preparation at an institution, as well as
standards pertaining to quality features that are common to all programs such as
resources, coordination, admissions and advisement. An institution responds to each
Common Standard by providing pertinent information, including information about
individual programs. The Common Standards are in Appendix 2 of this *Framework*.

Category II. Program Standards address the quality of program features that are
specific to a credential, such as curriculum, field experiences, and knowledge and skills
to be demonstrated by candidates in the specific credential area. When institutions pre-
pare for continuing accreditation reviews, they may consider the following options for
program-specific standards. Different options may be exercised by different credential
programs at an institution. Options that are selected will be the basis for the review of
specific programs by accreditation teams, and will guide the selection and orientation
of team members. Pertaining to each program, the institution responds to each
standard in the selected option by providing program-specific information for review
by the accreditation team.

- **Option 1. California Program Standards.** The Commission continues to rely
  on panels of experts from colleges, universities and schools to develop standards for
  specific credential programs. These panels are guided by current research findings
  in the field of the credential. They also consider standards developed by appropriate
  national and statewide professional organizations. If the national or professional
  standards are found to be appropriate for California, a panel may recommend that
  the Commission adopt them in lieu of developing new standards or revising the Com-
  mission's existing standards. After reviewing the recommendations of advisory
  panels and other experts, the Commission adopts California Program Standards for
  the initial and continuing accreditation of credential preparation programs. The
  Commission may require that a new set of California Program Standards be met by
  each institution that prepares candidates for a credential.

- **Option 2. National or Professional Program Standards.** California institu-
  tions may propose program standards that have been developed by national or state
  professional organizations. Such a proposal may be submitted to the Committee on
  Accreditation with a statement of the institution's reasons for selecting this option
  and recommending the proposed standards. If the Committee determines that the
  recommended standards, taken as a whole, provide a level of professional quality
  comparable to the standards adopted by the Commission under Option 1 (California
  Program Standards), the Committee approves the proposed standards for use as
  Program Standards in the initial or continuing accreditation of credential programs.

- **Option 3. General Program Standards.** General Program Standards have been adopted by the Commission to constitute Option 3. These standards are in Appendix 3 of this *Framework*. An institution that elects to use this option may ask that the General Program Standards be used for the continuing accreditation of one or more credential preparation programs at the institution.

- **Option 4. Experimental Program Standards**. For initial accreditation, an institution may present a program that meets the Experimental Program Standards adopted by the Commission pursuant to Education Code Section 44273. Experimental programs are designed to examine professional issues or policy questions related to the preparation of credential candidates. For continuing accreditation, institutions that sponsor experimental programs are required to report their findings to the Commission, which disseminates the results to other institutions in California.

- **Option 5. Alternative Program Standards**. Pursuant to Education Code Section 44273, an institution may develop Alternative Standards for initial and continuing accreditation of a credential program. If the Committee on Accreditation determines that the proposed standards, taken as a whole, provide a level of program quality comparable to the standards adopted by the Commission under Option 1 (California Program Standards), the Committee approves the Alternative Standards for use as Program Standards by the institution that proposed them. A program that is subsequently accredited on the basis of Alternative Program Standards may legally depart from several statutory requirements that govern teacher education programs.

Section 4
Initial Accreditation Policies

This section governs the initial accreditation of institutions and programs.

A. Responsibility for Two Types of Initial Accreditation ■■■

1. **Initial Accreditation of Institutions.** A postsecondary education institution that has not previously been declared eligible to offer credential preparation programs must submit an application to the Commission for initial professional accreditation. Institutional accreditation by the Western Association of Schools and Colleges (WASC) is required for initial professional accreditation by the Commission. The Commission may establish additional procedures and criteria for the initial professional accreditation of institutions to prepare and recommend candidates for state credentials in education.

2. **Initial Accreditation of Programs.** New credential program proposals by institutions that have been determined to be eligible by the Commission must fulfill preconditions established by state law and the Commission, the Common Standards, and a set of Program Standards. Descriptions of new programs include evidence of involvement in program design and planning by elementary and secondary school practitioners and members of diverse local communities. The Committee on Accreditation decides the initial accreditation of new credential programs at an eligible institution.

B. Policies for Initial Accreditation of Programs ■■■

1. **Review of New Programs**. Prior to being presented to the Committee for action, new programs proposed by eligible institutions are reviewed by Commission staff members who have expertise in the credential area. If the Commission staff does not possess the necessary expertise, the program proposals are reviewed by external experts selected by the Executive Director. New programs are reviewed in relation to the Common Standards in Appendix 2 and the selected Program Standards as specified in Section 3 of this *Framework*. The Committee considers recommendations by the staff and the external reviewers regarding the accreditation of each proposed program.

2. **Institutional Standards.** An institution that selects National or Professional Program Standards (Option 2) or develops Alternative Program Standards (Option 5) submits the standards to the Committee on Accreditation for initial approval prior to developing a program proposal. The acceptability of the standards is assured before the institution prepares a program proposal.

3. **Experimental Programs.** The Committee on Accreditation accredits experimental programs by applying standards adopted by the Commission relating to:

   - submission of research questions, hypotheses or objectives related to the selection, preparation or assessment of prospective professional educators;
   - submission of a research design applicable to the research questions, hypotheses or objectives being investigated; and
   - demonstration of the potential effectiveness of the proposed program in generally improving the quality of service authorized by the credential.

4. **Alternative Programs.** The Committee on Accreditation accredits alternative programs by applying standards adopted by the Commission relating to:

   - the overall quality of alternative standards developed by the institution, which must have educational merit generally equivalent or superior to standards set by the Commission as Option 1;
   - the requirement that extended alternative programs adhere to standards of professional competence that exceed those set by the Commission for conventional teacher education programs; and
   - a recommendation that alternative programs that lead to Multiple or Single Subject Teaching credentials be designed to integrate the delivery of subject matter preparation and pedagogical preparation over the entire period of each candidate's initial preparation as a teacher.

This section governs the continuing accreditation of institutions in California.

A. Structure and Size of Accreditation Teams ●●●

1. **Pool of Trained Reviewers.** To conduct reviews for the continuing accreditation of educator preparation institutions, the Executive Director of the Commission maintains a pool of trained reviewers consisting of California college and university faculty members and administrators, elementary and secondary school teachers and other certificated professionals, and local school board members, pursuant to Education Code Section 44374-b. The pool consists of approximately 200 persons who are geographically and culturally diverse, and who represent gender equity. The Committee on Accreditation establishes criteria for membership in the pool. The Executive Director adds new members to the pool from time to time.

2. **Team Structure.** For an institution being considered for continuing accreditation, the Executive Director appoints an accreditation team and designates the team's leader. To ensure appropriate attention to specific programs at the institution, the team leader and the Commission's staff establish clusters of reviewers in a team with more than three members. One cluster of team members has primary responsibility for reviewing the Common Standards. Other clusters are responsible for reviewing groups of credential programs, and may provide information to the cluster that reviews the Common Standards. The size of clusters ranges from one to five members, depending on the level of effort required for each set of assignments.

3. **Team Size and Expertise.** Normally, an accreditation team has from two to fifteen members. Programs are clustered together, where appropriate, to keep team size manageable, but needed expertise is included on each team. The range of credential programs at an institution is reflected in the expertise of the reviewers, but there need not be a one-to-one correspondence between credential programs and reviewer specializations. Student enrollments in programs, the complexity of programs, and/or the numbers of specialized programs offered by an institution may lead to a team with more than fifteen members.[1] At least one member of each institution's team has a depth of expertise in the multicultural, diversity and language acquisition needs of California classrooms. The size of a team and the clustering of programs are determined jointly by the dean or director of each unit that is responsible for credential programs; the Commission's staff consultant; and the team leader appointed for the review; all of whom sign a team size agreement.

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[1] Student enrollment is a factor because the team must complete a sufficient sample of interviews in order to make valid, reliable judgments about issues of quality. Complexity may be a factor if an institution operates diverse programs, or if programs are offered at geographically dispersed locations or in colleges outside the education unit.

B. Organization and Expertise of Accreditation Teams ●●●

1. **Team Leader.** The Executive Director appoints an experienced reviewer as the leader of an institution's review team for continuing accreditation. The leader's roles are to assist the Commission's staff consultant in planning the review, participate in team size and composition decisions, and provide leadership in team training, orientation and support during the accreditation review. The team leader and the Commission's staff consultant are jointly responsible for management of the review.

2. **Cluster Leaders.** The team leader and staff consultant select a member of each cluster to serve as cluster leader, whose role is to help in organizing and managing the cluster's activities during the review.

3. **Common Standards Cluster.** The Common Standards are reviewed by a cluster of reviewers, including members who are able to make judgments about the education unit. This cluster may include a dean, associate dean, university unit director (when a smaller institution has a department rather than a school of education) and/or a superintendent of a school district or county office of education.

4. **Program Clusters.** Team members with appropriate experience and qualifications are responsible for professional judgments about credential programs. Reviewers assigned to a cluster should have sufficient expertise to make sound judgments about programs in the cluster.

5. **Team Assignments.** Team members are trained in reviewing the Common Standards and/or the selected Program Standards. A single cluster of reviewers is not normally given primary responsibility for reviewing the Common Standards and Program Standards in the same review.

6. **Team Continuity**. When possible and when appropriate to the programs at one or more institutions to be visited, members of previously successful teams are kept together for the purpose of reviewing more than one institution.

7. **New Reviewers.** For the most part, an accreditation team consists of experienced reviewers. A team need not include an inexperienced member, but new reviewers are appointed to accreditation teams after their training, when appropriate.

8. **Conflict of Interest.** Care is exercised to avoid conflicts of interest involving accreditation team members and the institution being reviewed. No member of a team shall have ties to the institution, such as current or past enrollment there, programmatic collaboration, past or present employment, or spousal connections.

C. Training and Orientation of Accreditation Teams   ●●●

Prior to participation in an accreditation review, team members, cluster leaders and team leaders participate in two kinds of in-depth training and orientation.

1. **Team Training.** To ensure that accreditation reviews examine issues of quality in preparation, team members participate in an intensive three-day training program, which focuses on team skills, interview techniques, accreditation procedures, and the consistent application of standards. In adopting an *Accreditation Handbook,* the Committee on Accreditation will attend to appropriate differentiation in the training of new and returning team members, cluster leaders and team leaders.

2. **Team Orientation.** On the day prior to the beginning of an accreditation site visit, team members meet to discuss their observations about the institutional self-study report, review their prior training as team members, and thoroughly plan the team activities for the accreditation review under the team leader and cluster leaders.

Section 6
Continuing Accreditation Policies

The policies in this section govern the Committee's procedural guidelines regarding the continuing accreditation of educator preparation institutions.

A. Accreditation Handbook   ●●●

1. **Standards and Related Questions**. The *Accreditation Handbook* will include the Common Standards in Appendix 2 and the Program Standards for Options 1 through 5, as well as questions related to each standard. These questions will correspond to the Commission's adopted Factors to Consider, and will be designed to assist institutions in preparing self-study reports as well as team members during training and reviews.

2. **Guidelines for Institutional Self-Study Reports.** The Committee on Accreditation will recommend a format for the institutional self-study report and other materials such as faculty vitae and course syllabi to be submitted by each institution. The Committee will also provide guidelines for organizing exhibits and ways of facilitating the preparation, organization, and presentation of materials that relate to the Common and Program Standards.

B. Preparation for Continuing Accreditation Reviews   ●●●

1. **Preliminary Report.** No less than twelve months before the scheduled visit, institutional officials prepare a *Preliminary Report* to be submitted to the team leader and the Commission staff consultant. This brief report describes the institutional mission and includes information about institutional demographics, special emphasis programs, and other unique features of the institution. The *Preliminary Report* is designed to help the Commission consultant and the team leader (in discussion with the dean or director) determine the type, size and complexity of the programs to be reviewed and the structure, size and expertise of the review team to be selected. The *Preliminary Report* includes, among other things, the following two components.

   • **Response to Preconditions.** In the *Preliminary Report,* the institution includes its response to accreditation preconditions established by state laws and the Commission.

   • **Indication of Selected Options.** In its *Preliminary Report,* the institution indicates the options it has selected for each credential program in the accreditation review.

2. **Institutional Self-Study Report.** No less than 60 weekdays before the visit, the institution mails sufficient copies of its *Institutional Self-Study Report* to the team leader and the Commission staff consultant, who distributes copies of the report to each accreditation team member. In responding to each applicable standard, the self-study report should emphasize quality considerations, educational rationales, and thoughtful program analyses.

C. Conduct of Continuing Accreditation Reviews   ●●●

1. **Accreditation Cycle.** The interval of time between accreditation reviews at an institution normally is five to seven years.

2. **Collection of Information**. The accreditation team gathers information about the quality of the education unit and credential programs at the institution from a variety of sources, including written documents and interviews with institutional administrators, program faculty, enrolled candidates, field supervisors, recent graduates, employers of graduates, and program advisors. Data collection procedures are governed by the *Accreditation Handbook*.

3. **Procedural Safeguards.** The accreditation team provides ample opportunities during the review for representatives of the institution (a) to be informed about areas where the standards appear not to be fully satisfied, and (b) to supply additional information pertaining to those standards. These opportunities include, at a minimum, a meeting at approximately mid-visit between representatives of the team and the institution's credential programs, after which additional written information or interviews are utilized by the team in reaching its conclusions.

4 . Specialized   Credential   Program   Team .   If   the   accreditation   team determines   that   the   team   lacks   sufficient   time   and/or   expertise   to   make   sound recommendations   for   a   particular   program,   the   leader   may   call   for   a   specialized credential   program   team   to   be   named   to   resolve   the   uncertainty   before   the accreditation   team's   final   report   and   recommendation   is   submitted   to   the Committee   on   Accreditation.

5 . Exit   Interview   and   Report.   The   accreditation   team   conducts   an   exit interview   with   representatives   of   the   institution,   at   which   time   the   team presents   its   findings   and   recommendations   in   the   form   of   a   draft   report   to   the Committee   on   Accreditation.   If   a   specialized   credential   program   team   has   been called   for,   the   accreditation   status   recommendation   is   not   reported   during   the exit   interview.

D. Accreditation   Reports,   Recommendations   and   Decisions   ●●●

1 . Accreditation   Team   Reports.   Accreditation   teams   make   their   reports   and recommendations   to   the   Committee   on   Accreditation.   Accreditation   team reports   indicate   whether   each   applicable   standard   is   met,   include   summary findings   and   a   recommendation   to   the   Committee,   and   may   include   educational recommendations   for   consideration   by   the   institution.

2 . Accreditation   Team   Recommendations.   An   accreditation   team recommends   Accreditation,   or   Accreditation   with   Stipulations,   or   Denial   of Accreditation.   The   team   makes   its   recommendation   based   on   the   overall   quality of   the   education   unit   and   the   credential   programs   at   the   institution.   The   team does   not   recommend   separate   accreditation   decisions   for   each   program.   The team   may   recommend   Accreditation   even   though   the   unit   failed   to   meet   one   or two   standards   in   Appendix   2.   Alternatively,   a   team   may   recommend   Accreditation   with   Stipulations,   which   may   (if   adopted   by   the   Committee)   require   the institution   to   fulfill   all   standards   within   a   specified   time   not   to   exceed   one   year. Stipulations   may   (if   adopted)   require   the   discontinuation   of   severely   deficient programs   at   the   institution.

3 . Accreditation   Decisions.   After   reviewing   the   recommendation   of   an accreditation   team   and   an   appropriate   response   from   the   institution   (see below),   the   Committee   on   Accreditation   makes   a   decision   about   the   accreditation of   educator   preparation   at   the   institution,   including   a   decision   about   the   status of   each   credential   program.   The   Committee   makes   one   of   three   decisions pertaining   to   each   institution: Accreditation,   Accreditation   with   Stipulations, or   Denial   of   Accreditation.   The   Committee's   *Annual   Accreditation   Reports* summarize   these   decisions.

4 . Accreditation   with   Stipulations.   The   Committee   on   Accreditation   allows an   institution   up   to   one   calendar   year   to   fulfill   all   standards   or   to   discontinue deficient   program(s).   The   Committee   also   determines   how   the   institution's response   to   adopted   stipulations   is   to   be   reviewed.   The   Committee   may   require   a second   visit   for   this   purpose.   Failure   to   satisfy   all   stipulations   results   in   the denial   of   accreditation   to   the   entire   institution.   Upon   the   request   of   an institution,   an   additional   period   to   remedy   severe   deficiencies   may   be   granted by   the   Committee   on   Accreditation   if   the   Committee   determines   that   (a) substantial   progress   has   been   made   and/or   (b)   special   circumstances   described by   the   institution   justify   a   delay.

E. Institutional Responses and Appeals   ●●●

1. Response to Committee on Accreditation. Within twenty weekdays after an accreditation visit, the institution may submit evidence to the Committee on Accreditation that the team demonstrated bias or acted arbitrarily or capriciously or contrary to the policies of this *Framework* or the procedural guidelines of the Committee. (Information related to the quality of a program or the education unit that was not previously provided to the accreditation team may not be considered by the Committee.) The Committee may use this evidence to make a different decision than was recommended by the team. If the Committee makes such a decision, the leader of the team may file a dissent with the Commission. If the Committee decides that an incorrect judgment was made by a team or cluster, and that the result leaves some doubt about the most appropriate decision to be made, the Committee may assign a new team to visit the institution and provide a recommendation on its accreditation.

2. Appeal to the Commission. Pursuant to Education Code Section 44374-e, an institution has the right to appeal to the Commission a decision by the Committee on Accreditation to deny accreditation or accredit with stipulations. Such an appeal must be based on evidence that accreditation procedures by the team or decisions by the Committee were arbitrary, capricious, unfair, or contrary to the policies in this *Framework* or the procedural guidelines of the Committee. Information related to the quality of a program or the education unit that was not previously provided to the accreditation team may not be considered by the Commission. The Commission resolves each appeal pursuant to Education Code Section 44372-f.

F. Concerns about Credential Program Quality   ●●●

When one or more complaints about a credential program indicate that the quality of the program may be in serious jeopardy, the Executive Director of the Commission may investigate the basis for the concerns, provide technical assistance to the institution, or refer the concerns to the Committee on Accreditation for consideration of possible action.

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│                                                       │
│                    Section   7                        │
│              National   Accreditation                 │
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This section governs articulation between national and state accreditation.

A. National Accreditation of an Education Unit ▲▲▲

Upon the request of an institution, the accreditation of an education unit (school, college or department of education) by a national accrediting body will substitute for state accreditation under the Common Standards provided that the Committee on Accreditation certifies to the Commission that the national accrediting entity fulfills the following conditions.

1. The national accrediting entity agrees to use the Common Standards that have been adopted by the Commission.

2. The accreditation process of the national entity includes on-site reviews.

3. Accreditation teams represent ethnic and gender diversity, and include elementary and secondary school practitioners and postsecondary education members; a minimum of one voting member of each team is from California.

4. For continuing national and state accreditation in California, the national entity agrees to appoint a team that is equivalent in size and structure to an initial accreditation review team.

5. The period of accreditation is consistent with a five-year to seven-year cycle, or is compatible with the accreditation cycle established by the state.

B. Merged State-National Accreditation Teams and Reviews ▲▲▲

When the above conditions are met for accreditation of an education unit by a national accreditation body, an institution may apply for a merged team and visit for state and national accreditation under the Common Standards and the applicable Program Standards. In a merged visit, a single accreditation team serves the state and national accrediting bodies. The following policies apply.

1. The team has two co-leaders, one appointed according to state accreditation procedures and one appointed by the national accrediting body.

2. The Common Standards and groups of programs are reviewed by appropriate clusters of reviewers selected by the team co-leaders and the Commission's staff consultant. The cluster of members to review the Common Standards includes members appointed by the national body and at least one California member selected according to state accreditation procedures. Clusters of members to review the applicable Program Standards are selected according to Section 5 of this *Framework*.

3. The merged team for state and national accreditation represents ethnic and gender diversity.

4. The team submits a single report regarding all Common Standards and Program Standards to the Committee on Accreditation and the national accrediting body.

C. National Accreditation of a Credential Program ▲▲▲

Upon the request of an institution, the accreditation of a credential program by a national accrediting entity will substitute for state review of the program provided that the Committee on Accreditation certifies to the Commission that the national accreditation entity satisfies the following conditions.

1. The accrediting entity agrees to use the adopted California Program Standards for the specific credential under Option 1, or the standards used by the national entity are determined by the Committee to be equivalent to those adopted by the Commission under Option 1.

2. The accreditation process of the national entity includes an on-site review of the credential program.

3. The accreditation team represents ethnic and gender diversity.

4. The accreditation team includes both postsecondary members and elementary and secondary school practitioners; a minimum of one voting member is from California.

5. The period of accreditation is consistent with a five-year to seven-year cycle, or is compatible with the accreditation cycle established by the state.

Section 8
Evaluation and Modification of the Framework

This section governs the evaluation and modification of the *Accreditation Framework*.

A. Evaluation of the *Accreditation Framework* ▼▼▼

1. Evaluation Design. The Commission and the Committee on Accreditation are jointly responsible, in consultation with educational institutions and organizations, for the design of a comprehensive evaluation of accreditation policies and their implementation, and for the selection of an independent evaluator to conduct the evaluation.

2 . Formative and Summative Evaluation. The evaluation design will include formative components to produce early and ongoing information and suggestions about the *Accreditation Framework* and its implementation. The design will also include summative components. The evaluation will include an appropriate sample of institutions and accreditation options, and will be based on comprehensive information collected over a period of time that assures that the major features of the accreditation process have been well tested. It is expected that the formative and summative evaluation will be conducted over a four-year time span, beginning when the first institution is reviewed in accordance with this *Framework*.

3 . Evaluation Report and Recommendations. A comprehensive evaluation report and recommendations will be presented to the Commission and the Committee on Accreditation for their consideration. Among other policy issues, the evaluator will recommend whether Option 3 (General Program Standards) should serve, in addition to Option 1 (California Program Standards), as a basis for determining the comparability of standards under Options 2 or 5.

B. Modification of the *Accreditation   Framework*   ▼▼▼

1 . General Provisions Regarding Modifications. The Commission will consult with the Committee on Accreditation and educational institutions and organizations regarding any proposed modifications of the *Framework*. Modifications will occur in public meetings of the Commission, after the Commission has considered relevant information provided by the Committee on Accreditation, postsecondary institutions, accreditation team members, the Commission's professional staff, and other concerned individuals. The Commission will determine the date when a policy modification is effective.

2 . Refinements and Clarifications of the Framework. The Commission may modify the *Accreditation Framework* to refine or clarify its contents, as needed. The Commission retains its authority to reconsider and modify the Program Standards for Options 1, 4 and 5 as the need arises.

3 . Significant Modifications of the Framework. The Commission will maintain without significant modifications the *Framework's* major features and options, including the Common Standards, and Option 3 (General Program Standards), until the summative evaluation is completed or until there is compelling evidence that a significant modification is warranted. The determination of compelling evidence and the warranted significant modification will be made by the Commission with the concurrence of the Committee on Accreditation and the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent California Colleges and Universities.

Text of Senate Bill 655
Senator Marian Bergeson
Chapter 426 of Statutes of 1993
Effective January 1, 1994

Article 10
Accreditation in Educator Preparation

Education Code Section 44370. Legislative Purpose. The Legislature finds and declares that the competence and performance of professional educators depends in part on the quality of their academic and professional preparation. The Legislature recognizes that standards of quality in collegiate preparation complement standards of candidate competence and performance, and that general standards and criteria regarding the overall quality of a candidate's preparation are as essential as the assessment of the candidate's competence and performance.

Section 44371. Accreditation System and Framework. ◆◆◆

(a) The system for accreditation of educator preparation shall do all of the following:

(1) Concentrate on the overall quality of educator preparation in credential programs.

(2) Hold professional elementary, secondary, and postsecondary educators responsible for quality in the preparation of professional practitioners.

(3) Contribute to improvements in educator preparation and recognize excellence in preparation programs and institutions.

(4) Replace the prior system of program approval, as established by the Teacher Preparation and Licensing Act of 1970.

(5) Be governed by an Accreditation Framework that sets forth the policies of the Commission on Teacher Credentialing regarding the accreditation of educator preparation.

(b) The Accreditation Framework shall do all of the following:

(1) Establish broad, flexible policies and standards for accreditation of educator preparation.

(2) Define the accreditation responsibilities, authority, and roles of the Commission on Teacher Credentialing and the Committee on Accreditation.

(3) Establish an accreditation system that is efficient and cost-effective.

(4) Require that accreditation decisions be based on sufficient reliable evidence about the quality of educator preparation.

Section 44372. Accreditation Responsibilities of the Commission. ◆◆◆

The powers and duties of the Commission on Teacher Credentialing regarding the accreditation system shall include the following:

(a) Adopt and implement an Accreditation Framework, which sets forth the policies of the Commission regarding the accreditation of educator preparation in California.

(b) Establish and modify credential-specific standards, experimental program standards, and alternative program standards, as defined in the adopted Accreditation Framework.

(c) Rule on the eligibility of an applicant for accreditation when the applying institution has not previously prepared educators for state certification in California, pursuant to subdivision (a) of Section 44227.

(d) Appoint and reappoint the members of the Committee on Accreditation, in accordance with Section 44373, by selecting among nominees submitted by a panel of distinguished educators.

(e) Review periodic accreditation reports by the Committee on Accreditation, and refer accreditation issues and concerns to the Committee for its examination and response.

(f) Hear and resolve appeals of accreditation decisions, pursuant to subdivision (e) of Section 44374.

(g) Allocate resources annually for implementation of the accreditation system.

(h) With the Committee on Accreditation, jointly design an evaluation of accreditation policies and their implementation, and jointly select an external evaluator to conduct the evaluation, in accordance with Section 8 of the Accreditation Framework that was in effect on June 30, 1993.

(i) Modify the Accreditation Framework in accordance with Section 8 of the Framework that was in effect on June 30, 1993.

(j) Inform and advise the Legislature regarding statutory issues related to accreditation, and submit legislative recommendations, after considering the advice of the Committee on Accreditation, education institutions and professional organizations.

Education Code Section 44373.   Committee on Accreditation.   ◆◆◆

(a) There is hereby established the Committee on Accreditation consisting of 12 members selected for their distinguished records of accomplishment in education. Six members shall be from postsecondary education institutions, and six shall be certificated professionals in public schools, school districts, or county offices of education in California. No member shall serve on the Committee as a representative of any organization or institution. Membership shall be, to the maximum extent possible, balanced in terms of ethnicity, gender, and geographic regions. The Committee shall include members from elementary and secondary schools, and members from public and private institutions of postsecondary education.

(b) The terms of Committee members shall be in accordance with the Accreditation Framework. Appointment of the initial Committee members shall be from nominees submitted by a panel of distinguished educators, who are named by a consensus of the Commission and the Accreditation Advisory Council, pursuant to Section 44371, as that section read on December 31, 1993. Appointment of subsequent Committee members shall be from nominees submitted by a distinguished panel named by a consensus of the Commission and the Committee on Accreditation. For each Committee position to be filled by the Commission, the panel shall submit two highly qualified nominees.

(c) The Committee shall do, but shall not be limited to doing, all of the following:

(1) Make decisions about the accreditation of educators preparation. The Committee's decision making process shall be in accordance with the Accreditation Framework.

(2) Make decisions about the initial accreditation of new programs of educator preparation in accordance with procedures established by the Committee.

(3) Determine the comparability of standards submitted by applicants with those adopted by the Commission, in accordance with the Accreditation Framework.

(4) Adopt guidelines for accreditation reviews, and monitor the performance of accreditation teams and other aspects of the accreditation system.

(5) Present an annual accreditation report to the Commission and respond to accreditation issues and concerns referred to the Committee by the Commission.

Section   44374.   Accreditation   Standards   and   Procedures.   ◆◆◆

(a)   The   Accreditation   Framework   shall   include   common   standards   that   relate   to
aspects   of   program   quality   that   are   the   same   for   all   credential   programs.   The
Framework   shall   also   include   multiple   options   for   program   standards.

(b)   The   Accreditation   Framework   shall   include   provisions   regarding   well-trained
accreditation   teams   whose   members   shall   be   drawn   from   a   pool   of   California
college   and   university   faculty   members   and   administrators,   elementary   and
secondary   school   teachers   and   other   certificated   professionals,   and   local   school
board   members.   For   each   accreditation   visit   there   shall   be   one   team,   whose   size,
composition,   and   expertise   shall   be   constituted   according   to   the   Accreditation
Framework.

(c)   An   accreditation   team   shall   present   its   report   and   recommendations   to   the
Committee   on   Accreditation   in   accordance   with   the   Accreditation   Framework.   The
Committee   shall   consider   the   accreditation   team   report   and   recommendations,   and
shall   also   consider   evidence,   which   may   be   submitted   by   the   institution,   that   the
team   demonstrated   bias   or   acted   arbitrarily   or   capriciously   or   contrary   to   the
policies   of   the   Accreditation   Framework   or   the   procedural   guidelines   of   the
Committee.

(d)   The   Committee   on   Accreditation   shall   make   a   single   decision   to   accredit,   to
accredit   with   stipulations,   or   to   deny   accreditation   to   an   institution's   credential
programs,   pursuant   to   Section   44373   and   the   Accreditation   Framework.

(e)   An   institution   has   the   right   to   appeal   to   the   Commission   if   the   procedures   or
decisions   of   an   accreditation   team   or   the   Committee   on   Accreditation   are
arbitrary,   capricious,   unfair,   or   contrary   to   the   policies   of   the   Commission   or   the
procedural   guidelines   of   the   Committee.   An   institution   also   has   the   right   to
recommend   changes   in   the   accreditation   policies   of   the   Commission,   which   shall
be   considered   by   the   Commission   in   consultation   with   the   Executive   Director   and
the   Committee   on   Accreditation.

(f)   At   the   request   of   an   institution,   the   accreditation   of   an   education   unit   or   a   specific
program   by   a   national   accrediting   body   shall   substitute   for   state   accreditation
provided   that   the   national   accrediting   body   has   satisfied   the   applicable   conditions
set   forth   in   the   Accreditation   Framework.

Appendix 2

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Common Standards[1]

(1) Education Leadership. The education unit has effective leadership that articulates a vision for the preparation of professional educators, fosters cohesiveness in unit management; delegates responsibility and authority appropriately; resolves each credential program's administrative needs as promptly as feasible; consults with credential program faculty; and represents their interests in the institution, the education profession, and the school community.

(2) Resources. Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate.

(3) Faculty. Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

(4) Evaluation. The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

(5) Admissions. In each credential preparation program, qualified candidates are admitted on the basis of well-defined admission criteria and procedures that utilize multiple measures and encourage the admission of students from under-represented groups through alternative criteria and procedures. The institution determines that each admitted candidate has appropriate personal characteristics, including sensitivity to California's diverse population, effective communication skills and other basic skills, and prior experiences that suggest a strong potential for professional effectiveness. Each candidate admitted to basic teaching credential programs (including emphasis credentials) has attained an undergraduate grade point average (GPA) that is above the median GPA for a comparable population of students at the institution. Each candidate admitted to advanced credential programs meets institutional standards for graduate study.

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[1] Once the Committee on Accreditation completes the *Accreditation Handbook,* the Common Standards will be included in it. Modification of the Common Standards will continue to be subject to the provisions of Section 8 of the *Accreditation Framework.*

(6) Advice and Assistance.   Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements.   The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

(7) School Collaboration.   For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.

(8) Field Supervisors.   Each field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential.   Supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.

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Appendix 3

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General Program Standards for Option 3[1]

For each program that is reviewed on the basis of the following General Program Standards, the Commission expects the accreditation team and the Committee on Accreditation to judge, in relation to each standard, whether the program is sufficiently responsive to the contemporary needs of the diverse students in California schools.

(1) Knowledge Base for the Curriculum.   Each credential program offers a cohesive curriculum that is based on a coherent rationale and derived from current and established research findings, exemplary professional practice, and recognized national or state professional guidelines.   A knowledge base is explicated and accompanied by a rationale that demonstrates the academic foundations of the program curriculum and its responsiveness to the needs of California's diverse students.   The program faculty articulates clear expectations for the professional competence and performance of program graduates.

(2) Professional Practices.   Each credential program provides adequate opportunities for candidates to learn knowledge of a variety of professional methodologies and skill at exemplary professional practices prior to assuming daily teaching responsibilities or other supervised field activities in the program.

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[1]   Once the Committee on Accreditation completes the *Accreditation Handbook,* the General Program Standards will be included in it. Modification of the General Program Standards will continue to be subject to the provisions of Section 8 of the *Accreditation Framework*.

(3)   Principles   of   Equity. In each credential program, candidates l e a r n principles   of educational   equity   and   analyze   the   implementation   of t h o s e principles in curriculum content and educational practices.

(4)   Preparation   for   Diversity. Each credential program engages candidates i n studies of diverse cultures and intensive cross-cultural experiences.   In e a c h pro-gram,   candidates   examine   successful   approaches   to   the   education   o f culturally   and linguistically diverse students, and principles of first and s e c o n d language acquisition and development.   Candidates for basic teaching c r e d e n t i a l s learn   and   implement   effective   strategies   to foster the development of E n g l i s h language   skills, including   reading,   among   all students, including   speakers o f primary languages other than English.

(5)   Studies   of   Development. In each credential program, candidates are o r i e n t e d to common traits and individual differences that characterize several periods o f child and adolescent development.

(6)   Professional   Perspective. In each credential program, candidates d e v e l o p professional   perspectives   by   examining   essential   knowledge   bases, i n c l u d i n g concepts drawn from the historical, philosophical,   social, cultural and p s y c h o l o - gical traditions of education,   as well as research   findings   and best p r a c t i c e s appropriate to the credential specialization.

(7)   Early   Field   E x p e r i e n c e s . Each credential preparation program p r o v i d e s , prior to advancing a candidate to the intensive fieldwork or clinical phase of t h e program,   one or more supervised field-based experience(s) that, (a) p r o v i d e opportunities   to interrelate   theory and practice, (b) prepare   the candidate f o r daily teaching or other appropriate professional responsibilities,   and (c) e n a b l e the clinical faculty to determine when the candidate is ready for daily s u p e r v i s e d professional   responsibilities.

(8)   Daily Professional   R e s p o n s i b i l i t i e s . Each credential program advances to training   in daily supervised professional responsibilities   only those c a n d i d a t e s who are deemed ready for such experiences   and who have demonstrated s u f f i - cient proficiency at basic academic skills and mastery of subject matter content.

(9)   Field   A s s i s t a n c e . In each credential program, candidates in the field r e c e i v e timely guidance, assistance and feedback from field supervisors and faculty i n relation to each professional competence expectation of the program.

(1 0)   Diverse   Students   and   R e s p o n s i b i l i t i e s . Each credential program e n s u r e s that each candidate (a) is effective in teaching or providing appropriate   s e r v i c e s to students of diverse ages, abilities, cultures and ethnicities,   and (b) a s s u m e s other responsibilities of full-time educators.   Each candidate must have at l e a s t one substantive public school professional experience that includes direct i n t e r - action with diverse students.

(1 1)   Verification   of   Competence. In each program the institution r e c o m m e n d s each candidate for a credential only after verifying   validly   and reliably t h e candidate's demonstrated competence in relation to each professional e x p e c t a t i o n of the program.   The institution retains thorough documentation to verify e a c h candidate's attainment of the program's stated expectations.